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Reform Schools and Truant Schools. I.

An Inquiry Into Methods and Results.

By M. W. VANDENBURG, Mt. Vernon, N. Y.

It may be fairly inferred at the outset, that any method not in accord with established psychologic laws, will not succeed in the long run, however successful the veneer may seem to be, for the time being. Now, psychologic laws find more or less special modification in the treatment of the criminally inclined. Boys and girls and young men and women who come within the sphere of the civil law's grasp, have usually had some misfortune, either of inheritance or environment, one or both, that has influenced them to wrong-doing. To correct the wrong-doing we must, in each individual case, carefully determine the cause or causes that have led to it.

This demands not only a careful study of each case as to intents and purposes, but as to intents and emotions from the standpoint of that individual.

To generalize at this step will almost surely lead to error in classification ; and this is an error in judgment, which is the most fatal of all mistakes that can enter into the solution of the problem. Start wrong with a case that has already begun to go wrong, and in nine instances out of ten, you will accelerate the pace toward evil.

Such a human being has lost faith in the benefit and supremacy of rightness ; and his belief becomes confirmed in a corresponding degree in the power and potency of wrong-doing, if you start from the wrong standpoint. It is not our views of right and wrong, but the culprit's views of these questions that must form the basis of a true reformation. In seeking for this basis, too much care cannot be exercised. Not only must past environment be carefully considered, home, associates, training, and habits, not only inherited tendencies, but physical defects and consequent mental defects, must form an important branch of inquiry. To successfully accomplish this a thorough knowledge of medicine, of physiology, and of psychology are absolutely indispensable. These cases tax the keenest perceptive faculties, the broadest intellectual preparation and the most careful diagnosis, if a just and wise conclusion is to be reached in each individual case. Of course an unjust, injudicious, or erroneous conclusion flies in the face of nature, and only accomplishes evil where good is intended.

To incompetent teachers and managers must be laid much of the failure that has characterized reform methods in the past. Ignorance is the parent of endless follies.

Lest I should be misunderstood at this point I will explain what I mean by the culprit's standpoint. If he does not believe it is wrong to steal, you can work no moral reformation until you have convinced him it is wrong from the standpoint of good to himself and justice to others. If this is impossible, then his reformation is impossible. Bolts and bars and punishments may make him see that it is not good for him to steal while in your power, but they will only confirm him in the belief that there is no moral wrong in theft. He will go from your care a confirmed thief.

Unless you can show him and convince him by arguments and influences which he voluntarily accepts, that gambling and idleness and drunkenness are bad and only bad for him, you cannot reform him in these matters.

This is what is meant by starting from his standpoint.

When, therefore, a knowledge of the individual has been made as complete as possible, the basis of reformation will become apparent. Wrong ideals must be displaced by right and just ones. Weakened and atrophied moral principles must be made to replace strong and vicious habits of thought.

Actions that have become second nature, must be ousted, and new methods of conduct that may have been regarded with antagonism in the past, must be substituted in their place.

The task is Herculean and requires the very highest qualities of patience, and tact, and sympathy and forbearance on the part of every one in authority.

At the initial step, one is obliged to consider the value of force in reformation. I am of the opinion that force can play but a very small part in real reformation ; that its power for evil far transcends its power for good ; that its application is much more limited than is generally believed. Force rouses resentment in the normal mind, in obedience to the imperious law of self-preservation. No more unfortunate emotion could be called into action at the outset, than this one. It leads the boy or girl to oppose from principle, to antagonize instinctively all efforts for betterment. It casts suspicion from the start upon every requirement, and leads to a prejudiced misinterpretation of the most benevolent efforts.

To be placed at such a disadvantage from the beginning is enough to make the best intended efforts miscarry, and render negative the most carefully laid plans for reformation. Sullen, hostile, resentful, living under a constant sense of being unjustly treated, injured in self-respect and self-esteem, a strong character will grow stronger in vice, and a weak character will lose all stamina and backbone ; the result in either case will be a confirmed criminal.

The reason why partial and incipient criminals become hardened and confirmed criminals after a year or more in reformatory institutions, is not more to be found in evil associations, than in the methods of restraint which naturally breed criminal thoughts and criminal emotions. This method would make a criminal out of an upright boy or girl in nine cases out of ten, and its tendency is not changed when applied to incipient criminals. Force and repression are in themselves incentives to crime.

If they are ever beneficial, it is only when they follow swiftly and surely upon the heels of *intentional and malicious* evil. "Because sentence against an evil work is not executed speedily, therefore the heart of the sons of men is fully set in them to do evil." Thus declared "the wise man who knew the interpretation of a thing," and it embodies the principle of the only wise one of force.

Nevertheless it may be said broadly, that force is the cardinal doctrine of all reform methods up to the present time. It differs in degree ; there are many modifications in its methods of application in different schools and institutions. In some places, as Elmira, it is the mainstay, the guiding principle : and it is hardly too much to say that its application has rendered this institution not less potent for the manufacture of criminals, than the slums and offscourings of the great cities. No one is surprised to read in the morning paper that an adept criminal whose utter depravity is witnessed by the crime for which he has been apprehended, is a graduate of Elmira.

It would be interesting to know whether any inmate of

that institution has ever gone forth into the world to shift for himself, and not turned out a vagabond or an expert criminal. I do not believe a showing of one percent of honest industrious worthy men or women can be found among the one-time inmates of similar schools.

Industrial Education.

By E. P. POWELL, Clinton, N. Y.

Karl Marx prophesied that "In the education of the future, labor will be combined with gymnastics and instruction; because that is the only method of training symmetrically-developed men; and is also a means of increasing the productiveness of the community." This is the outlook of labor toward education; in turn the schools are beginning to look out (slowly perhaps) toward industrialism, with the same conviction that alliance and co-operation are necessary. Manual culture supplements brain culture; science supplements culture in the humanities. It is no longer enough that a boy be taught what he can teach to another, and so on generation after generation; he must have what he can use himself. "Applied knowledge is the only real knowledge that a man possesses." It is true that a man cannot justly be called a botanist because he holds in his brain a large amount of botanical information—unless he can also apply this information in the garden; nor can he be called an entomologist who does not know the relation of insects to orcharding.

When this mutual need of labor and the schools is fully comprehended, the end of education must become to create the useful citizen—not the intelligent man, certainly not the informed man, but the man adjusted to the demands of high civilization and progress. A gentleman of keen observation, who looks beneath the surface of events and reads consequences writes me:

You need not be surprised if within a few years this negro problem shall become something very different from what it is at present. Booker Washington does not stand for an isolated toiler and hoper. He represents a race idea. The negro really takes to industrial education, and he does not belong, only exceptionally, in your white schools. He loves tools; he comprehends machinery, as he does not comprehend books. There is nothing that a negro likes better than experiment. I meet negro after negro who can instinctively go to work in a wagon shop, or a furniture factory, or even in an iron furnace. They astonish me with their aptitude. And now these Booker Washington schools are springing up all over the South. All that is wanted is sufficient capital. Let the movement go on, with the present ratio of increase, for twenty-five years, and I begin to believe that we shall have made the negro our business leader—shall I say the leader in the industrial development of the Southern states? He will meet the influx of Yankees that are coming here to build factories and mills; and he will be more ready to assimilate himself to the social changes than our white population. You may draw your further conclusions for yourself. If the whites do not educate themselves industrially they can not compete; and you may live to see a strange reversal of the present problem. Booker Washington has a mighty surprise in preparation for the white man.

This letter is to me full of suggestiveness. Will not the education of the twentieth century become substantially industrial? Our national strength to-day, compared with other nations, does not depend upon our common schools, so much as upon that other education, which so far as our Northern boys are concerned has been acquired on farms and in shops. I do not imply that the schools are not also doing a great and needed work; but it is incomplete and also helpless without this industrial supplement. A college senior said to me last week, "I am afraid my education has not fitted me for a right sort of place in the community. I left the farm to be educated; and am afraid I left part of my education on the farm behind me. Now I cannot go back to agriculture fitted to do any better farm work, and probably not so good. To tell you the truth I feel lost. I cannot see how to use what I have acquired." So far our industrial schools have been largely alien to the regular common school course. Our agriculture was not engrafted

upon the curriculum of the college, but was placed in agricultural colleges, aside and supplementary. But our universities are beginning to grasp the situation, and they are rapidly increasing their industrial features. The Chicago institute and the Jacob Tome institute go farther in secondary education. Shall we see the day when our whole school system is based on applied learning? When the pupils are taught one-half of the time to do what the other half of the time they learn to know. If not we shall have dangerously multiplied those who "feel lost" in an age of work.

Industrial education affects woman even more than man, for the present system educates directly away from independence in domestic life. An educated woman is not thereby fitted for the essential and expert work of home making. I do not say that culture and learning do not add to noble wifehood. The nineteenth century closes with the absolute slavery of the American home to the caprice of the servant girl. This girl is useful because of her lack of popular education (not because of her ignorance). A slight measure of industrial education fits her to do a needful and honorable work; she does it poorly because her industrial education is limited. I am profoundly convinced that we have suffered a loss, beyond imagination to conceive, by keeping woman from being educated in those industrial ideas that make up our age. What would we not have been able to do had our mothers been able to impress a few generations of boys and girls with industrial conceptions? Tesla's mother made churnd and looms, while his father preached. The mother was industrially educated, and she made the young Tesla a boy capable of bursting the bond of Slavic routine, and taking his place at the front of even Saxon industrialism.

The Function of Education.*

By R. S. KEYSER, State Normal School, Jamaica, L. I.

The purpose of education is to fit one for complete living. It must, therefore, make life intelligible, it must give one command over his own powers, and it must teach him to live and work so that he shall gain the best results for himself and his fellow-men.

The teacher is specially concerned with the intellectual side of the process; his aim is to store the mind with knowledge and develop mental power.

I believe in the value of memory training. The memory furnishes most of the raw material with which the mind works. A good memory is a companion of mental power because it is one of the conditions of free mental action.

But knowledge gathering is not sufficient. The teacher must see that knowledge does not remain in the mind as inert material. He must set new knowledge in so many fruitful relations to what is already in the mind that the pupil can assimilate and use it. Mental power is a higher aim in education than the acquisition of knowledge. But mental power presupposes the possession of knowledge. It is something more than knowledge, but it is built out of knowledge. It is gained by stimulating the pupil to independent mental effort. The teacher's highest success, therefore, is gained not by what he does for the pupil but by what he induces the pupil to do for himself.

The child gets his first education from contact with material things; and when he comes to school he must still, to some extent, study material things—that is, science. The great purpose of the study of science is to enable one to understand the meaning and action of the forces which are at work about him. He must not feel that he is the sport of blind forces which he cannot understand; he must feel that he lives in an ordered universe under the direction of established laws, that he can control the forces about him as he learns how to obey

*Paper presented in symposium of educational creeds at the April meeting of the New York Educational Council.

them. The great value of scientific study to most students is that it helps them to understand, on its material side, the conditions and meaning of the life they live. How shall we determine what science work is of primary importance? By noticing what helps most to make life, in the true sense of the word, reasonable.

It is not enough for a man to understand the laws of the natural universe; he may do that and be still almost a savage. Our life is largely what men have made it; and it is what men have thought and felt and done that constitutes the great heritage of the race. Education must fit a man to enter upon this heritage, to avail himself of the possibilities of this hard-won life. The great experiments that men have made in their collective capacity are recorded in the pages of history. Their best thought and experience are preserved in society, government, law, institutions, architecture, and art. We must study most carefully whatever is most closely entwined with the life that we live, that which contributes most to the explanation of life and trains us to live most intelligently.

Feeling is more fundamental with us than thought; and the deepest feelings of men, combined with their profoundest thought and widest experience are preserved for us in literature. It is because feeling is so primary in our nature, and our highest wisdom and deepest thought are expressed in its language, that literature has such a vital place in our scheme of education.

Teacher and Pupil.

But the most important factor in education is, after all, the person to be taught. Our theory of the desirability of teaching certain subjects at certain times and in a certain order must be given up whenever we find that these subjects are not suited to that stage of the pupil's mental development. We must make the logical order of subjects—the order of development and demonstration—subordinate to the psychological order—the order of the mind's natural action in learning. One of the greatest needs in education is a scientific study of the development of the child's mind.

We teachers magnify our office. In reality, the pupil educates himself, and the teacher is only an assistant. Nevertheless, the teacher has several important functions. In the first place, he is an inspirer. His mission is to arouse in the pupil an interest in the subject, to convince him that it is worth his while to study it, to make him

feel that there is in it some satisfaction for the needs of his own nature.

The second function of the teacher is to show the pupil how to study, to teach him how to overcome difficulties, how to apply his labor in the most economical and satisfactory manner.

In the third place, the teacher must make the pupil master of his knowledge by putting it into varied and fruitful relations with knowledge which he already has in his mind, by causing him to use it in a great variety of ways.

Again, the teacher must show the relation of the pupil's knowledge and the power that he has acquired to the greater knowledge and wider activities of life. The pupil must feel the importance of using and increasing his knowledge and power when he comes to the work of the world. Education has largely failed in its purpose if it is not fruitful.

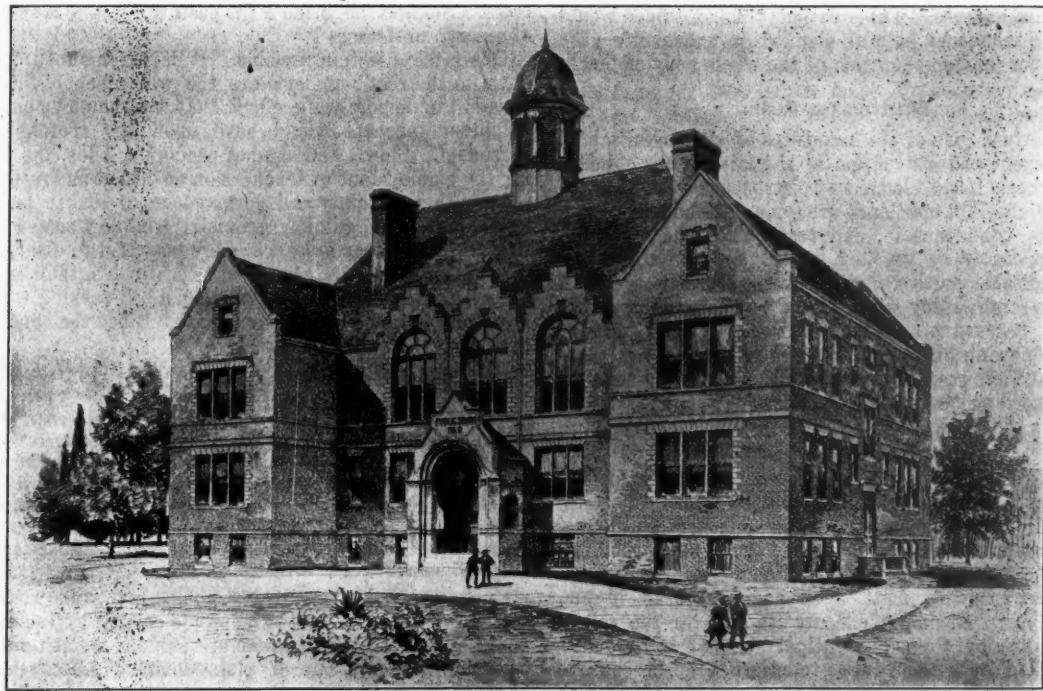
Volunteer Teaching.

By BAYARD B. NICHOLS, Milford, Pa.

The modern teacher of necessity assumes a variety of functions, to-day, feeding his babes the pure milk of the word in patience and quiet, to-morrow forced into his fighting clothes and out of his proper business by some fresh danger to his pupils or himself. Our public school system is constantly on the defensive. The teachers are ever militant, sparring against a brood of mischievous experiments conceived in ignorance. Of these volunteer teaching is one.

There is need of agitation and action. If anyone doubts this, he can read with profit editorial comment in THE SCHOOL JOURNAL of January 21, 1899, under: "Teaching Free of Charge," also the remarks of President Stewart, of the North Georgia Agricultural college, in the issue of March 4, 1899, to wit: "There is a very strong sentiment in the South, especially among college presidents and professors, that the only training or preparation necessary for a teacher is a college A. B. course." But the South enjoys no monopoly of this self-satisfied delusion. In the North it has long been something more than sentiment; rather, a deep rooted conviction, against which, at last, after years of patient protest, we are making some slight progress.

In certain places the proposition appears to be to sup-



The handsome new home of Union Free School, District No. 9, in the town of Oyster Bay, L. I.—Dr. James S. Cooley, School Commissioner.

plant the qualified teacher, as occasion offers, with volunteers; to put free experiment in the place of paid experience; to cashier the faithful. I suggest, wishing to speak with such caution as the urgency of the case requires, that the extensive, or even occasional, introduction of volunteer teachers in any grade or grades, recognized as a constant factor, would do more to affect the integrity of the school system than the combined influence of many of the evils with which it has been threatened. It is incredible, in this day of advanced educational thought, that those upon whom the responsibility rests should dare to substitute volunteer hazard for professional certainty.

This is not intended as a criticism of any individual teacher. The volunteer may or may not be to blame. The responsibility rests with the employing board. It may even be supposed that the average volunteer teacher is a very earnest person, ambitious and self-sacrificing, and eager to attain competence in his chosen profession. Nor is it to be denied that this is precisely the sort of material from which really good teachers are made. But these facts do not conceal the harm inherent in the employment of amateurs at any price, or at no price, so long as skilled teaching is obtainable. Making due allowance for the conscience and enthusiasm of the volunteer, and even for instances of exceptional merit and natural teaching ability, let us inquire into the practical operation of volunteer teaching.

Its Effect on the Teacher.

The volunteer teacher would necessarily regard his work as an experiment. The conditions would be new, the ground unbroken, the problems unsolved. He would probably face them with hesitation and indecision. He would feel that work entrusted to raw hands and done without pay must be of a relatively inferior kind. He would argue, excusably, that school officials could not properly expect as much from a gratuitous amateur as from a well paid expert and excuse his own deficiencies with that specious plea, and not being held to the same accountability, would be less inclined to acquiesce in the details of the school system and to conform to its wise and necessary discipline. Nor would the relation of the volunteer to his fellow teachers and principal be wholly cordial; for it is not conceivable that efficient teachers would regard such placing of raw material on a teaching equality with themselves, with any marked admiration or approval, or that they would earnestly concern themselves about his success. The relations thus sustained would preclude that most helpful element in school life—the conference and co-operation of the whole body of teachers.

Effect on the Pupils.

At bottom, one of the requisites of successful school management and instruction is the faith of the child in his teacher. If the element of distrust once enter, affection and cheerful obedience are gone. Unhappily, then, complete confidence in, and respect for the volunteer would probably be wanting. Too young to appreciate the creditable motive and personal sacrifice involved, children might easily see in such a teacher only a person willing, because of his inexperience, to teach without pay. Knowing his temporary tenure, they would naturally have less respect for his authority and discipline, and, regarding him as an experiment, would distrust his methods and work.

Its Effect on the School.

It is difficult to express sufficient sympathy for the principal into whose school a volunteer teacher has been injected. The modern principal is a high-pressure executive, upon whom large duties and grave responsibilities devolve. The modern school is a complex organization. Each department must be so equipped that it can promptly and efficiently execute its part of the school plan. Imagine, then, a principal stopping in the midst of pressing and proper duties to adjust a misfit cog; to explain to a volunteer those rudiments of teaching which ought to have been learned long before in some competent training school. The thought is fairly exasperating.

It may be suggested, and properly so, that a part of a principal's duties must always be to guide and train his teachers. But the tense conditions of modern school organization make it absolutely imperative that the teacher be able to put into wise and instant practice the brief suggestions which he from time to time receives.

Nor will the effect on the local board be better. Aware that those who give little get little; that the volunteer makes no claim to skill in teaching; that he is not amenable to ordinary conditions or discipline; that he costs nothing; that his mistakes are to be condoned by the economy he represents; that he will vacate at the first opportunity;—any board willing to economize, or favoritize, under such conditions might well be indulgent toward such an appointee.

Where to Place the Volunteer.

And where shall we place the volunteer? Not in the primary grades, surely; for we are just beginning to realize somewhat the irretrievable injury that bad teaching inflicts on babes. Not in the grammar grades, for these are still the plastic period; formative processes are mightily determining character; and these highly sensitized mental films will take as sharp and indelible an impression of error as of truth. No bungler's work here! In the high school, then? Precisely. We have so clear a vision of a wise school economy that we spend unstinted thought and labor in bringing a boy to his fourteenth year and then, just when his maturing powers are ready for large things, just at the parting of the ways, just when life choices are fashioning his future and infinitudes of consequence hang upon his decisions, we wisely turn him over to the guidance of a graduate novice, the writing of whose precious A. B. is scarcely dry. Out with this insufferable notion that the completion of a college course is conclusive evidence of competence to teach. The teaching capacity is an inherent quality made serviceable by a large experience. Really good teachers are men and women baptized in the stream of life; who have learned in the great school of human experience, something of its mystery and meaning, its tragedy and triumph.

The high school is the consummation of our educational system. Wisely or unwisely many grade teachers covet an appointment to it as the goal of their ambition. How can it be brought into more certain disrepute than by admitting that its high duties may be discharged, its grave responsibilities assumed, by experimenting volunteers. Shall it be made a fat pasture for the browsing of embryo professors?

One fatal objection remains. It is paramount; goes down to the root; undermines the whole school fabric. I mean the demoralizing effect that the employment of volunteer teachers would have upon the professional personnel. Slowly and against prodigious odds, the plea for the employment of teachers on so decent and rational a basis that certainty and permanence of tenure be assured, has been gaining ground. And now comes this wretched volunteer nuisance, more powerful to disorganize and disrupt, once recognized as justifiable, than much of the politics, favoritism, and official self-seeking which have long burdened the schools and stultified the appointing power. Shall it go farther?

In THE SCHOOL JOURNAL of October 28, Supt. Andrews, of Chicago, remarks:

"What is at first hard of explanation is the absence, after all, of so many men and women superbly fitted for success and happiness in teaching who choose other occupations. But this phenomenon, too, has its causes. The vicious administration of school systems is one. A person of sensibility shuns a service where not merit, but political influence determines advancement. Where this shameful necessity exists the teaching force cannot but lose quality."

Just so. And when strong young men and women, splendidly equipped for this supreme calling by inherent qualities and natural endowment, men and women not of "sensibility" only, but of plain common sense, see its highest offices, its gravest responsibilities, prostituted to the ambitious purposes of experimenting volunteers and a depraved parsimony,—what then?

Summer Vacation Plans.

Paris and the Exposition.

By GEORGIA FRASER ARKELL.

It is not to be supposed that one visits Paris solely for the Exposition. Paris is an exposition in itself at any time, so that one visiting there even in the summer of 1900, will be as much taken up with the Hotel de Cluny as with the educational exhibit, and probably much more with the little spire of St. Chapelle than with the dome of the United States Pavilion. So a few words regarding ways within and about the city may not be amiss. Also, a foreword as to getting there.

Do not be discouraged if within the next month or two agents tell you everything is taken on their line for a given date. Wait until the week of that date and certainly there will be some vacant berths. Then, as to the line. All of the lines, first class, are excellent. Not all of the lines, second class, are excellent. The so-called "big" lines have the advantage of time. So if this is a very important consideration, yet one must travel inexpensively, second class on a great liner might be chosen. But this has disadvantages over a smaller ship or the ships of a lesser line, say cattle ships or ships that carry no first-class passengers. In these last named ships the state-rooms are better located—not so far below; the service is better; food is usually better; deck accommodations are much better and one has not the more or less undesirable experience of being (literally) looked down upon at close range. The trip is always longer but it pays in the end. Of course where expense is not too pressing an item, first class on a first-class boat of a first-class line is the one to be desired.

Lodging in Paris.

Now, to arrive in Paris; for it is supposed that you have arranged with your steamship line for the railroad fare to Paris, and baggage has not proved anything of a hindrance up to this point owing to the English-speaking officials of the steamship company. Neither will it be a bugbear at this point, beyond the waiting for its arrival in the baggage-room, and then for an inspector. But with the latter you have only to smile, shake your head, and answer "no" to any question, and soon a porter has your baggage and all you have to do is to follow. Give this man fifty centimes—a little silver piece the size, appearance, and value of our ten cent piece. You have, of course, engaged a stopping place. Give the directions—it is better, unless you are a master at French, to show it in writing. Do not attempt to pay this man yourself. Tell your hotel or boarding house to do it for you. You will not be cheated. I may mention that there are no such things as express wagons in Paris, and all baggage goes by carriage.

I hope your hotel or boarding house is in the direction of the *Bois* or park, for there is high ground and good air, and the best water in Paris—water no one need be afraid to drink, as it comes from the clearest reservoir away up among the hills beyond the city.

And the air of the *Bois* is the air of a veritable wood, for altho it begins at the doorsteps of Paris, it stretches far away to the fields and the hills. Then there are the walks, the drives, the lakes with its little isles and *chalet*, the cafes with their music, the waterfalls, and running brooks. And lest you think lovely nature alone should not claim too much of your time in the midst of the thousand and one attractions and distractions of Paris, remember it is historic ground, the straight way chosen by the kings to their palace at Versailles.

I know that the Latin Quarter has its claims for residence. In and about it lie the Luxemborg gallery—(and it has its garden, but not with the breath of the *Bois*), the Pantheon, St. Sulpice, St. Germain de Pres, the Cluny, the Sorbonne, the Institute, the Palais de Justice, St. Chapelle not to mention the Bon Marche and the studios—well-known studios and many of them open.

Yes, the Latin Quarter has its attractions, but what quarter of Paris has not?

One says, be down town, that is, near the Boulevards (which means the grand boulevards in distinction from various other boulevards). Another says near the Exposition grounds, which commonly means near the Trocadero and the Champ de Mars where the largest bulk of the Exposition is situated. But—the Exposition extends for miles along the river and to the wood of Vincennes, so what would you? However, remember this, that wherever you are in Paris as a tourist, you will have to ride to get anywhere else.

Getting About.

Now one thing that will not advance in prices with the Exposition will be the trains or omnibuses. Carriages ought not to, but there is no saying. And besides carriages at their best in Paris are not always a known quantity to the tourist. Drivers are very quick to distinguish tourists and act accordingly. Fast horses may develop into very slow ones when it is a matter of time; blockades may be encountered; money may be questioned; and so, altho carriages from being tabooed in America owing to high prices and convenient cars, may be taken in Paris for directly the opposite reasons, as safe and sure, if slow, are the trains and omnibuses. This is especially true if riding on top, where there is no *correspondance*, simply the payment of three sous or three cents, which have still another significance—fifteen centimes.

Inside the train or omnibus one can pay six sous, (six cents or thirty centimas) and ask for a *correspondance*, that is to say a transfer. But now, beware. Unless it is the terminus of a line, this *correspondance* must be handed to an official before getting upon the train for which it was issued. Otherwise it is worthless.

Before boarding any omnibus or train (unless it is hailed on the street between stations when it is usually *complet*, or full), go inside the office and ask for a number. If you are going to the Louvre say *Louvre*. If you are going to the Arc de Triomphe say *Etoile*. In all cases don't waste words. As soon as your bus arrives, go to it and listen to the numbers as they are called out, or else someone will take your place. Give up your ticket on entering.

The river boats are invaluable for getting about Paris in general and for visiting the main Exposition buildings which, in a general way, follow the river, and in many cases are built out on the river. On Sundays and holidays the fare on the boats between any two points within Paris is four cents. On all other days it is two cents, and is, therefore, the least expensive way of traveling. People living in the vicinity of the Boulevards can reach the Champ de Mars—the main Exposition buildings, from the railroad station of St. Lazare where starts the underground railroad.

As time is of importance where a brief holiday is concerned, I should advise you to concentrate your forces and not attempt too much. Get a map of the city with the exposition buildings upon it. Map out your districts, and take each one in turn, taking in the exposition buildings in the district in which you happen to be. You will not see it all in any event, but you will see most in this way.

(To be continued.)



Rates to Halifax and the Land of Evangeline.

Special transportation rates from Boston to Halifax for the meeting of the American Institute of Instruction vary from \$10 to \$18 according to route. The lowest is to Yarmouth, by steamer, and then by rail to Halifax. For \$12 one can go by the same route and return by the all-sea route or *vice versa*. All sea route both ways is \$10, and all rail \$18. The rate from New York to Boston and return by any route, railway or steamer, is \$7.00. Tickets will be on sale July 2 to 9.

The meetings begin Saturday evening, July 7, and close the following Wednesday noon. Return tickets will be good up to July 31.

The Heavens for June.

By MARY PROCTOR, New York.

During the month of June, Polaris, the Pole star, occupies its usual position midway between the northern horizon and the point overhead, while the guardians of the Pole have swung around until they are almost between the Pole star and the zenith. The guardians are the two bright stars Gamma and Beta, in the constellation of Ursa Minor, the little bear, and correspond to the Pointers in Ursa Major, the Great Bear. The Greek name of the pole star was *Cynosura*, which means the 'tail of the Dog,' showing that at one time the constellation was supposed to represent a dog instead of a bear. The Pole star is double, having a small companion star visible with a three-inch telescope. The Great Dipper is to the west of the point overhead, and a line drawn from that point to the northwestern horizon passes thru Delta and Alpha in the bowl of the Great Dipper, Auriga, the charioteer, distinguished by the creamy-white star Capella, and Gemini with its leading brilliant Castor and Pollux are rapidly nearing the northwestern horizon. To the left is Perseus, Algol being quite close to the northern horizon, while two stars in Andromeda are almost exactly due north. Between the northern horizon and the pole star are the constellations sometimes called the Royal Family, viz.: Cepheus, Cassiopeia, Perseus, and Andromeda. They occupy the northern part of the heavens during the early hours of the evenings in June.

Between the northeastern horizon and the point overhead is Cygnus with its bright star Albireo, due east. The length of the cross is nearly horizontal, Alpha or Aristed marking the top of the cross and Beta or Albireo the foot. Near Albireo is Lyra, the Harp, with its bluish white first magnitude star Vega, which occupies a position almost exactly midway between the eastern horizon and the point overhead. Between Cygnus and the point overhead is the Head of the Dragon, the body and the tail winding off toward the left and coiling between the Great and Little Bears. A curved line from the Guardians to Alpha in the Great Dipper passes thru the star marking the tip of the Dragon's tail.

Near the eastern horizon is Aquila, the Eagle, its bluish white star Altair twinkling brightly between its two guardians, Beta and Gamma. Hercules is now high above the eastern horizon, and nearly the entire "length of Ophinchus large" has risen in the east. This constellation blends with the stars of "The Serpens Ophinche" who winds his spire immense." The serpent is midway between the southeastern horizon and the point overhead, Ophinchus being on one side and Bootes on the other. Bootes, the bear-driver, is distinguished by the ruddy star Arcturus. Following the direction of the three stars in the handle of the Great Dipper in a curved line southward, the first bright star we come to is Arcturus, and continuing the line still farther southward we find the brilliant white Spica in Virgo. This constellation occupies a conspicuous position between the point overhead and the southern horizon.

Beyond Virgo are the two Zodiacal constellations Libra and Scorpio, the brilliant red star Antares marking the heart of the Scorpion, twinkling low down in the southeastern horizon. Leo is rapidly approaching the western horizon, the tip of the Sickle just reaching that point of the compass. An easy way to locate Leo and its bright star Regulus is by following the direction of the Pointers in the Great Dipper southward in an opposite direction from the Pole star. Regulus is almost exactly in a line with the Pointers. Almost due west is Cancer, the Crab, a Zodiacal sign, and of interest only on account of its nebulous cluster known as Praesepe, the Manger. The sun arrives at the sign Cancer about the twenty-first of June when summer begins, but does not reach the constellation until the twenty-third of July. The above positions of the constellations are to be found on :

June 1, at 9 $\frac{1}{2}$ o'clock.
June 5, at 9 o'clock.
June 9, at 8 $\frac{3}{4}$ o'clock.

June 13, at 8 $\frac{1}{2}$ o'clock.
June 17, at 8 $\frac{1}{2}$ o'clock.
June 21, at 8 o'clock.

The Sun.

On June 1, the sun rises at 4 h. 10 m., and sets at 7 h. 14 m., the length of the day being 15 h. 4 min. On June 21, the sun rises at 4 h. 7 m., sets at 7 h. 24 m., the length of the day being 15 h. 17 m. In fact the sun rises and sets at these hours from June 18 to June 22, when the length of the day begins to decrease. On June 30 the sun rises at 4 h. 10 m., sets at 7 h. 25 m., the length of the day being 15 h. 15 m.

The Moon.

First quarter, on June 5, at 1 h. 59 m. A. M., in the west. Full moon, on June 12, at 10 h. 38 m., P. M., in the east. Last quarter, on June 19, at 7 h. 57 m., P. M., in the east. New moon on June 26, at 8 h. 27 m., P. M., in the west.

Planets.

Mercury.—During the early part of June, Mercury is near Aldebaran in the bull, on the 15th of June it is between the stars Epsilon and Delta in Gemini, and by the 31st it has reached a position between Delta and Zeta in Cancer. It is in conjunction with Neptune on the seventh and with Venus on the twenty-second.

Venus.—On June 1 Venus reaches its greatest brilliancy. It is then between Delta and Kappa in Gemini. It reaches a position south of Kappa on the Fifteenth, when it becomes stationary. It then begins to retrograde, and is in the descending node on June 19, arriving south of Delta in Gemini by the end of the month. On June 4 Venus sets at 10 h. 7 m. P. M.

Mars.—Mars rises on June 12 at 2 h. 22 m., A. M., and is not well placed for observation. On the first it is in the constellation Aries south of Pi, by the fifteenth it has approached Taurus, and on the thirty-first it will be near Alderbaran in Taurus.

Jupiter.—This planet occupies a position in the constellation Scorpio throughout the month, not far from Antares. It is better placed for observation later in the evening, after the Scorpion has risen well above the horizon. Jupiter sets after midnight, and on June 19 at 2 h. 49 m., A. M., it is in conjunction with the moon on the eleventh.

Saturn.—This planet is at present in the constellation Sagittarius, and sets at 2 h. 5 m., A. M. Sagittarius rises in the southeastern horizon at ten o'clock on June 21, at 8.45 on June 25, and at 9.30 on June 29. Saturn is therefore not well placed for observation until the latter part of the month, and even then not until late in the evening. Saturn sets at 4 h. 12 m., A. M., on June 26.

Uranus occupies a position in Scorpio and the same observations apply to Uranus as to Jupiter, as far as observing it is concerned. Uranus is in opposition with the sun, that is, it is on the same side of the sun as we are, on June 1. It is in conjunction with the moon on June 12.

Neptune is in conjunction with the sun on June 19, that is it reaches a position when the sun is between us and the planet. Neptune is now between the constellations of Taurus and Gemini.



Several years ago an association entitled "The Sunshine Society" was formed and found an immediate field of usefulness. We find associations of this kind exist in a number of schools. A teacher writes: "In this school a company of nine pupils and myself form a society, we get a good many things—for instance, this morning a boy brought in some numbers of *St. Nicholas* to go to a lame boy in the village." Is not this a good plan? But the operations should not be advertised so that the reward sought will be "to be seen of men."

Contributions to Sociology. II.

(Continued from last week.)

By WILLIAM E. CHANCELLOR, Bloomfield, N. J.

The pages of Le Bon's book upon the "Psychology of Socialism" do not merely scintillate with flashes of wit; they blaze with sheet lightnings. "The Latin races, extremely eager for equality, have always shown themselves very little anxious for liberty. Liberty is competition and incessant conflict, the mother of all progress, in which only the most capable can triumph and the weakest, as in Nature, are condemned to annihilation." "The workers are not at all eager for liberty, as is proved by the enthusiasm with which they have acclaimed every Cæsar; and they care as little for all that goes to make the greatness of a civilization; for arts, sciences, literature, which would disappear at once" in the socialistic state. "To numbers of people it is impossible to hear any person give expression to an opinion widely differing from their own without becoming intimately persuaded that this individual is a complete imbecile or an infamous scoundrel." "I apply the term *demi-savant* to those who have no other knowledge than that contained in books and know nothing of the realities of life. They are the product of our schools and universities, those lamentable factories of degeneration whose disastrous effects have been exposed by Taine, Paul Bourget, and others. A professor, a scholar, or a graduate of one of our great colleges is always for years, and often for his life, nothing but a *demi-savant*." "We perceive things only by deforming them, and we deform them according to our beliefs."

M. Le Bon is by no means an always safe guide. He says,— "To misunderstand the part played by race is to condemn one's self forever to misunderstand history." "Of all the errors to which history has given birth the most disastrous, that which has uselessly shed the most blood and heaped up the greatest ruin, is this idea that a people, that any people, can change its institutions as it pleases." If he had read Gumplovitz and Ripley, he would have understood that the sole trouble with the Latins is their too great homogeneity, their too dense racial solidarity.

M. Le Bon is not the Gallic Frenchman, but rather the Norman. He wields a mighty hammer, a Thor's hammer lit with electric fire; and he makes interesting war in the world. These quotations are all from a few pages near together in this excessively brilliant, somewhat inconclusive, invariably interesting book.

The author's theory is this: Socialism has become a creed of religious force with the Latin peoples. But socialism tends to equality. Equality prevents the able man from accomplishing his task in society. The able man originates all new enterprises; he alone can adapt ideas to new ends; he is the inventor. The Latin races are accepting socialism; the Anglo-Saxon races are rejecting it. Therefore, the future of civilization lies with the Anglo-Saxons, with this limitation. The Orientals,—Japanese and Chinese especially,—have been recently discovered by Europeans, who have forced them to open their markets to new products and their minds to new thoughts. But the Orientals will soon thru imitation compete in Europe with manufactured goods. Thus will come forward the final world-conflict between Oriental cheapness and Occidental inventiveness. In this world-conflict the only hope of the Latin races is to adopt individualism and to cultivate their own land and society. This hope the Latins will not adopt, for their very education is formal, bookish, repetitive, socialistic, opposed to living realities and to physical labor.

From these three books, each admirable in its way, certain conclusions appear obvious. Sociology challenges the attention of men of culture and scholarship both because of its definiteness in proposing generalizations and because its generalizations are so extraordinarily broad. Biology offered us evolution thru natural selection as the key with which to unlock nature. Sociology offers us accommodation thru consciousness of kind as the key with which to unlock the secrets of human

society, accommodation in its three stages of repetition, opposition, adaptation, by which society humanizes the individual and the exceptional individual furthers the evolution of society. Repetition and imitation have been especially studied by Le Bon, Tarde, and Giddings, opposition has been the theme of Spencer and Gumplovitz, adaptation that of Baldwin, to mention a few of the greatest exponents of sociology.

Sociology has both a body of contents and a philosophy to offer for criticism and with which to criticise. Precisely as the biological theory compelled the sciences to be re-written, to be re-made; so the sociological theory will compel history, economics, biography, and literature to be written, to be re-made. Sociology has this to offer to education—an interpretation of universal value. But shall sociology be made a regular study? Is evolution such a study? Cannot psychology reform education, and the novitiates know only the reformed methods? Must each man for the next century repeat the process of learning science as it was in 1850, only to revise it as it is in 1900? Sociology is not a high school study, it is scarcely a college study. Consider M. Tarde's own words, which tho general, apply here (the universal applicability of sociological principles is marvelous)— "The descent of imitation is from the top to the bottom of the social ladder. We must be careful not to confuse the growth of education (a mere phenomenon of imitation) with the progress of science (a phenomenon of adaptation). Similarity of education is complete only in the primary schools." "Some theory is discussed in the sphere of higher learning before it spreads in the form of a more or less probable hypothesis and at length descends into the sphere of secondary education where it is more rigorously accepted; but generally it is only after such a theory reaches the sphere of primary education that it becomes quite dogmatic and exerts the coercion of persuasion and suggestion upon the minds of its youthful adherents." The whole process is one of "imitative diffusion."

But what is the key-principle of sociology as related to education? "Sociology," says Tarde, "is an inter-cerebral psychology, which studies the rise of conscious relations between two or three individuals. The relation of one mind with another is, in fact, a distinctive event in the life of each and gives rise to most unexpected states of minds." Thus education is seen to be the deliberate presenting of one consciousness to another consciousness (to use Descartes' phrase, the *inconcussum quid*), altogether a miracle-working fact in the psychic universe. It fully justifies Garfield's saying to the effect that "Mark Hopkins upon one end of a log and a student at the other would make a college." And it goes to explain, in a manner full of suggestions, that mystical saying of Jesus Christ: "Where two or three are gathered together, there am I in the midst of them."

There are many other matters in these three books which provoke surprised thought. Psychology, political economy, poetry; each brings to the uninitiated a new light for his world, adds a new color to the rainbow glory of his sky. Sociology gives its own characteristic light.

With no uncertain tone sociology announces its conclusion for education, that the true wealth of society is in men of invention, of leadership, of organization, of ideals; and announces, too, its criticism of society: that every human being born capable of bringing society forward but undeveloped from want of opportunity, is a net loss in that he but adds to the leveling social burdens of mediocrity and discontent. It prophesies sorrow for the people whose democracy is envious of men of unusual social worth and will not sustain them in their tasks. The Cassandra of history declares that every people has at last degenerated into precisely such a democracy; "after which cometh the end." By exposing the disease sociology offers a new hope of preventing it.

(Mayo-Smith,—Statistics and Economics, pp. 467, 8vo. Good index. Price, \$3.00.

Tarde,—Social Laws. 12mo., pp. 213. Price \$1.25.

Le Bon,—Psychology of Socialism, pp. 415. 8vo. Price, \$3.00

All published by The Macmillan Company.)

School Law.

Recent Legal Decisions.

Compiled by R. D. FISHER.

Reinstatement of Pupil Mandamus.

In an action to compel the reinstatement and admission of a pupil to the state normal school at Peru, Nebraska, it was shown that by acts of the legislature said school was exclusively for the instruction of persons in the arts of teaching, and in all the branches that pertain to a good common school education, and that the school should be under the control of the board of education authorized to prescribe such rules and regulations for the admission of pupils as it deemed necessary and proper. Among the rules adopted was one to the effect that all applicants admitted in accordance with the regulations of the board of education must give satisfactory evidence of fitness in preparing and in character for the vocation to which they aspire. *Continuance in school will depend on diligence in study and good conduct.* Pupils are expected to be punctual, earnest, truthful, and teachable, for such only can be satisfactory pupils and successful teachers. Continued idleness or decided immorality on the part of a student will insure his speedy expulsion. No student will be retained who, during the regular school term, shall take lessons or instructions elsewhere, or engage in any other business which, in the opinion of the faculty, is incompatible with careful preparation for prescribed school duties, nor whose character and general influence are not for the good of the school."

The son of the relator, after having attended this school for several years, made application as usual at the opening of the fall term of 1897, but was refused, "for the best interest of the school." "This action was taken," said the board, "without reference to his guilt or innocence in matters with which his name has been connected." Mandamus proceedings were brought to compel his reinstatement and the court held that an action of mandamus will lie and may be maintained to reinstate a pupil in school, if the action of the officers by which the party was refused admission to or continuance in the school was an arbitrary or capricious exercise of authority. The record disclosed no reason for the refusal to allow the pupil to continue in the school. If any existed it was not shown. A rejection of a pupil because the parties willed it should be so, is a deprivation of a valuable right for which damages cannot be accurately estimated, and for the wrong committed there is no adequate remedy at law. Under such circumstances a writ compelling reinstatement is proper.

Principalship—Grammar School—Women.

The exclusion of women from the principalships of grammar schools for boys, or mixed or combined grammar schools, is within the discretion of the Philadelphia board of education, which is empowered to determine the qualifications of teachers and classify and grade them.

Classical School—Goodwill—Name.

1. A break in the operation of a school after it has been carried on for many years at a certain place by persons belonging to one family does not forfeit the right of the proper representative of the family to revive the school at the same place, as against another member of the family who has, during the cessation of the school at that place, opened a school in another part of the state, which he claims to be the successor of the original school.

2. The incorporation of a school under the name of the proprietor does not confer the exclusive right to use that name for a school, or prohibit other persons bearing the same name from using it in connection with other schools which they may establish.

3. The goodwill of a school which belongs to one of the persons forming a corporation to conduct it under his name becomes the exclusive property of his estate on the expiration of the corporation.

4. The use of the name "William Bingham School," by the widow and children of William Bingham, does not give cause for complaint to one who conducts a school called the "Bingham School" in another part of the same state.

Municipal Debt—Statutory Limitation—Separate Corporations.

In an action by plaintiff, a resident tax-payer of the city of Bluffton, to enjoin the collection of taxes to pay the water-works bonds on the ground that the municipal debt had already exceeded the statutory limitation of 2 per cent. of its taxable property, it was contended that the outstanding bonds issued by the city at the request of the school trustees to pay for

building a school-house must not be counted in determining whether the city is in debt to the constitutional limit of 2 per cent. When the water-works bonds were issued, the city debt, including the \$12,000 of school-house bonds, just equaled the constitutional limit of 2 per cent., but the city council and the circuit court ruled that the debt of the school city did not affect the right of the civic city to borrow money. The Supreme Court, on appeal, reversing, held that the debt of a city includes the school debt; that the constitutional limitation involves the school and the civic corporation jointly and that the water-works bonds in question are void.

NOTE:—This decision is of vital interest to both school and municipal corporations. In Indiana many cities have contracted debts beyond the constitutional limitation, and bonds issued in excess are void according to the above decision, and may be repudiated by the city issuing them.

Union Labor—School Corporation—Contract—Discrimination.

1. A provision that none but union labor shall be employed cannot be lawfully made in a contract to build or repair a school-house by a public or school corporation, such as a board of education, as it constitutes a discrimination between different classes of citizens, and is of such a nature as to restrict competition and to increase the cost of the work.

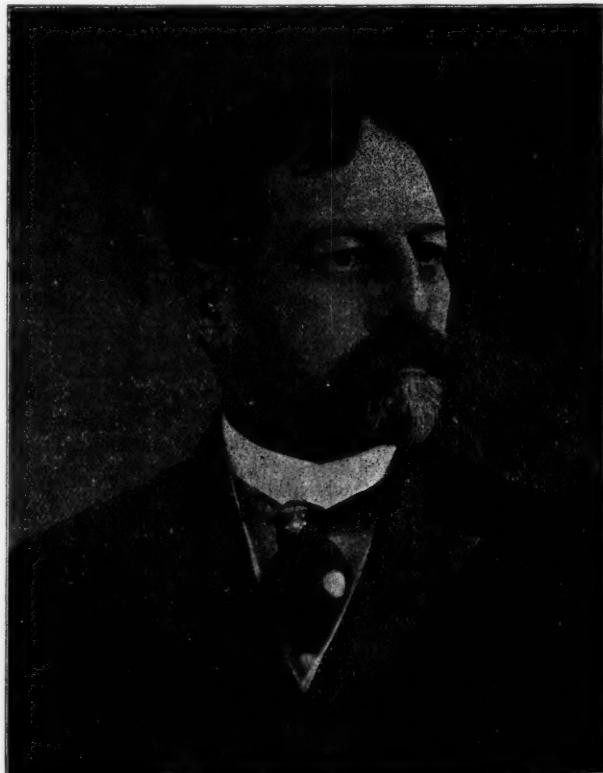
2. A tax-payer can sue to prevent the execution of an illegal contract for the expenditure of public moneys.

3. The fact that work has begun under an illegal contract will not preclude an action to prevent its execution, and, at the most, will affect only the extent of relief.

NOTE:—The authorities are in harmony on the proposition that a school trustee or a board of education are distinctively representative of a quasi-public corporation. The weight of authority holds that it or they may be enjoined at the instance of a taxpayer whenever it becomes necessary to prevent it from betraying its trust by making unauthorized appropriations of school funds; or making payment of illegal claims; or wrongfully disposing of property held by them as trustees for the public; or smothering the right of free contract by granting special privileges upon a class of citizens.

Vaccination—Truancy Law—School Board's Power Defined.

In an action brought at North Vernon, Jennings county, Ind., under the truancy law against Merrit Reynolds, a resident, before Judge Lawrence, the affidavit charging him with having failed to send his child to school, the defendant answered alleging that he had sent his child to school, but admission was refused her because she had not been vaccinated, and for this reason he did not return her to school. Judge Lawrence held this to be a good defence and ruled out all evidence in support of the

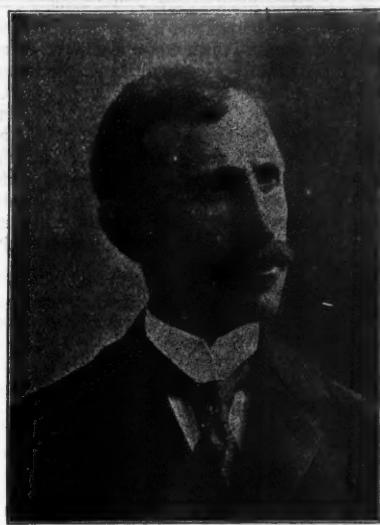


Hon. Miles M. O'Brien, President-elect of the New York City Board of Education.

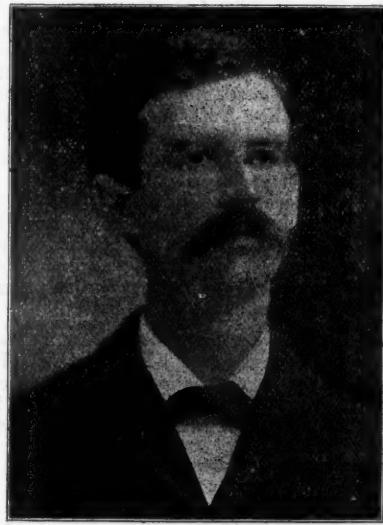
Educators Recently Honored.



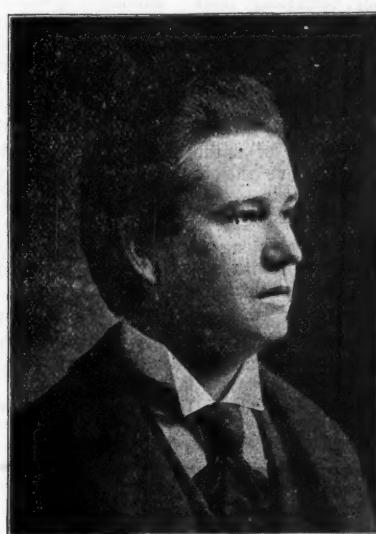
Frederick W. Atkinson, Superintendent-elect of Public Instruction for the Philippine Islands. He was until recently Principal of the High School at Springfield, Mass.



Supt. W. H. Elson, of Superior, Wis., who has been unanimously elected Superintendent at Grand Rapids, Mich.



Prof. Frank A. Manny, of the State Normal School at Oshkosh, Wis., who will be the new Principal of the Ethical Culture School, New York City.



State Supt. John W. Abercrombie, of Alabama. Renominated for his present position.

school authorities, thereby deciding that they had no power to refuse admission to pupils for want of certificate of vaccination.

NOTE:—The school authorities are now at a loss to know how to enforce the rule relating to vaccination, as the truancy law avails them nothing.

Color Line—Separate Schools Maintainable.

The Appellate Division of the Supreme Court in Brooklyn, N. Y., has denied the appeal of Elizabeth Cisco, colored, from the decision of the special term, refusing a peremptory writ of mandamus to compel the school board of Queens borough to admit her children to the public school in Brenton avenue, Jamaica, and make no distinction on account of color. Mrs. Cisco claimed the right to have her children accepted as pupils in the school in question, but was told they must go to a separate school for colored children.

In denying application the court said: "The provision of the constitution which provides that equal school facilities shall be furnished to all children cannot be held to mean that the white children and the black children must be permitted to attend the same school. As to the question of the excellence of the instruction of the school for colored children, in comparison with

the schools for white children, the court finds that there is no difference.

Teacher and Trustee—Contract.

In an action wherein plaintiff alleged and it was shown that while a teacher in the common schools of Jackson township, Jackson county, he made a contract at the close of the school year, with the trustee of that township to teach another school in said township the next school year, but the compensation for such services were not definitely fixed, the teacher merely asserting and believing that he was to receive the same per diem salary as the previous year. The trustee failed to keep the agreement and hired another teacher, and failing to obtain other employment sued on the contract to collect the salary alleged to be due. The trial court gave judgment and the township appealed. Held, that there was no meeting of the minds on the point of such compensation, and hence there was no contract which might be enforced to collect salary alleged to be due under such agreement when said trustee failed to employ said teacher as he had agreed. There is a distinction between agreeing to employ and employing a teacher. Judgment reversed.

Educational Trade Field.

Richardson, Smith & Company is a new firm in the school book publishing business. It is a consolidation of three houses, Richardson & Company, of Springfield, Mass., the Heman Smith Publishing Company, and the Franklin Publishing Company, of New York and Chicago. The company has leased one entire floor of the building on the northeast corner of Fifth avenue and Twentieth street for its principal offices. The officers are, president, Alfred W. Richardson; vice-president, Heman P. Smith; second vice-president, John F. Ahearn; secretary, Victor M. Allen; treasurer, Henry D. Harrower. The leading publications of the company, which are in use in many schools throughout the country, are:

Zuchtmann's American Music System.

Haaren & Hattfield's American Song Book.

Smith's Educational System of Intermedial Penmanship, The Ideal System of Vertical Writing.

Spalding & Moore's Language Speller.

Gilbert & Sullivan's Algebra.

Primary Language Studies.

People's Language Cyclopedia.

Natural History Charts.

Natural History Readings.

Franklin Maps.

Bridgman's State Maps.

Bien's Map of the Metropolitan District.

William Merle Mathews, for many years head of the book binding department of D. Appleton & Company, died on May 7, in Brooklyn.

The Kny-Scheerer Company have probably the most interesting collection of material for the student of natural science to be found in this country. They have issued recently an illustrated catalog, describing their "mimicry" specimens. It is made up of illustrations and descriptions of various insects which, owing to that peculiar appearance, are immune from attack. Some of these insects are so like bark, leaves, twigs, etc., that it is almost impossible to distinguish them from their surroundings. Others again closely resemble other insects, which for various reasons are safe from enemies. For the benefit of teachers and students of natural science and collectors, Kny-Scheerer Company have collected a large number of specimens of these curious creatures, which they offer for sale singly or in complete collections.

Mr. W. D. Nickerson, long with Rand, McNally & Company, has connected himself with a new company, the Globe School Book Company, of 103 Fifth avenue.

The University Publishing Company has on hand four little historical readers, a series of literary readers, new plates for the Davis First, Second, and Third readers, two physiologies, a primary speller, a history of Alabama, and, what is more important than any, new plates for Maury's Elementary Geography.

Dixon's Silica-Graphite Paint manufactured by the Joseph Dixon Crucible Co., of Jersey City, is being very extensively used by builders and constructors for the protection of steel. It is now being employed upon the American Exchange National Bank building, in course of erection at Broadway and Cedar street, and upon the large office structure which is building at the corner of Broadway and Chambers street.

McClure, Phillips & Company has been incorporated with a capital of \$100,000 to transact a general publishing business. Among the directors are S. S. McClure, John S. Phillips, and O. W. Brady, of New York.

The school board of Summerville, Mass., has decided to abolish the vertical system of writing and adopt the Smith Inter-medial System copy-book, published by the Morse Company. About 1,000 dozens are likely to be required.

The American Lead Pencil Company is about to extend its factory. It has bought a piece of property on Willow avenue, Hoboken. Here it will erect a brick building five stories high, which should be completed about November.

The Knights Publishing Company, of New York city, has been incorporated with a capital of \$5,000. The incorporators are O. J. Bergen, F. B. McBreen, and R. J. McBreen, of New York.

A new company is the Fidelity Publishing Company, of Philadelphia, which has been incorporated with a capital of \$5,000. The incorporators are: I. T. Johnson, W. H. Hays, A. C. Ziegler, B. F. Hitchens, C. F. Kindt, all of Philadelphia.

The American publishing house of Isaac Pitman & Sons has just completed its tenth year. It is under the management of Mr. Clarence Arthur Pitman, nephew of Sir Isaac. Mr. Pitman came to New York in 1890, and, after an extended tour thru the United States and Canada, he founded the American branch. Mr. Pitman must have been imbued with American ideas from his very advent in this country, for he certainly put new life and vigor into the business from the start. That the common and high schools of New York and other large cities should have so generally adopted the Isaac Pitman system and textbooks is sufficient evidence of the great strides the business has taken under his able managment. He is one of the early members of the Phonetic Society, holding one of the much coveted certificates bearing the signature of the "inventor" himself. Mr. Pitman is a self-taught phonographer, having learned the system from the text-books without the aid of a teacher. Some two years ago he took out his final papers making him a full-fledged citizen of the United States.

Williams, Brown & Earle are introducing a novelty in the shape of their planachromatic 1-12 objective. It is very accurately corrected for chromatic observation, which quality, combined with its great resolving power, enables it to meet the requirements of any scientific test. For example, it re-



The new home of The Athenaeum Press. Ginn & Co.

solves the following well-known *Diatoms*, *Amphipleura pellucida*, *Navicula rhomboida* and *Spirirella gemma*, even when mounted in balsam, the most difficult test to which a lens can be put, and one that few $\frac{1}{2}$ -ths will stand. We invite the expert microscopist to make these tests for himself.

The new catalog of the Helman Tayler Art Company, giving a list of the works of art which it can supply suitable for school decoration is particularly interesting. The list consists of 150,000 subjects containing the most important and suitable works from the Italian, French, Spanish, Flemish, Dutch, German, English, and American schools of art.

Ginn & Company have issued a descriptive catalog for the year 1900. It contains 174 pages upon which figure the names of many of the most celebrated American text-book writers. To the more important of the books a brief description of their contents is appended. There are also included twenty-two pages of announcements of books in preparation.

The Prang Educational Company has sent a fine exhibit to the Paris exposition. It is composed of 25 handsome albums containing specimens of the Prang system.

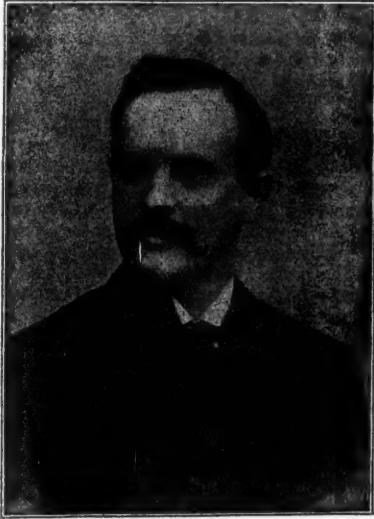
The New York office of the *Inland Printer* has been removed to larger quarters in the Water Building at 110 Nassau street.

Peckham, Little & Company have bought up the school supplies and good will of Potter, Putnam & Company, and will carry on the business in this line at 63 East Eighth street and fill all orders coming to Potter, Putnam & Company. The latter company will continue their apparatus department, consisting of maps, blackboards, globes, and charts under the management of R. H. Galpen.

The B. F. Johnson Publishing Company, of Richmond, Va., which has recently branched out into the publication of school books has increased its capital to \$1,250,000 composed of 12,500 shares at \$100, divided as follows: founders' stock, \$100,000; common stock, \$600,000; preferred six per cent. cumulative stock, \$550,000. One of the moves contemplated is a large modern plant for the manufacture of school-books.

Mr. Thurber's New Post.

On June 1, Charles H. Thurber, associate professor of pedagogy in Chicago university, dean of Morgan Park academy, and editor of *The School Review*, entered the editorial department



Charles H. Thurber.

of Messrs. Ginn & Company, who have offices in Boston, New York, Chicago, San Francisco, Atlanta, Dallas, Columbus and London. Mr. Thurber will be connected with the Boston office of the company. He has had a varied and an unusually successful experience in educational work which fits him in a unique fashion for his present position. Before entering Cornell university, he taught a country school for two years. He was graduated in 1886 at the age of twenty-two, with the degree of Ph. B. and Phi Beta Kappa honors. From 1886 to 1888 he was registrar of the university and secretary of the faculty, with the summer of 1887 spent in Europe. From 1888 to 1890,

he was instructor in modern languages in Haverford college grammar school passing the summer of 1889 in travel. During these same years he was a student in history in Haverford college and took his master's degree from that college in 1890. The summer of 1890 was spent in travel in Norway, Sweden, Russia and Germany, and the succeeding year in study at the Royal Polytechnicum in Dresden. He was appointed special agent in Europe of the United States Bureau of Education and prepared an elaborate report on "The Higher Education of Prussia and the School Conference of 1900," which is published in the Report of the United States commissioner of education for 1889-1890.

During the years from 1891-1893, Mr. Thurber was instructor in French in Cornell university, and from 1892 to 1895 he was assistant to the editor-in-chief of Johnson's Universal Cyclopedias. He was associated with President Schurman in founding *The School Review* and became its sole editor in 1895. He was professor of pedagogy in Colgate university and principal of Colgate academy from 1893 to 1895, when he was appointed associate professor of pedagogy in Chicago university and dean of Morgan Park academy, which positions he held until his resignation to accept editorial work with Messrs. Ginn & Company. Professor Thurber is thirty-six years of age. His contributions to German, English, and American educational papers, to Johnson's Cyclopedias, and other publications have been very numerous.

Proposed Change in Copyright Laws.

A bill has been introduced into Congress by the Hon. Amos J. Cummings, of New York, to amend the law of copyright. The change proposed applies chiefly to fine arts, and, tho it might appear at first sight trifling, is in reality of considerable importance.

The bill provides that if a copyright will be valid two copies of a book, map, chart, dramatic or musical composition, engraving, chromo, cut, print, or photograph, or in the case of a painting, drawing, statue, etc., a photograph of the same be filed with the librarian of Congress, provided—and here the important part comes in—that in the case of a book, photograph, engraving, etching, chromo, or lithograph the copies shall be printed from type set within the limits of the United States or from plates made therefrom or from negatives or drawings on stone made within the limits of the United States or from transfers made therefrom. Again during the existence of such copyright the importation into the United States of any edition or copy of such copyrighted work or any plates of the same not made from type set, or from originals, or from engraved or etched plates, negatives, or drawings on stone made within the United States shall be prohibited.

The original bill of March, 1891, permitted foreign artists to send to the United States, for the purpose of protecting the copyright of their design, reproductions of their work in the form of etchings or photogravures made abroad. The new bill would enact that the original works of art must be sent to the United States in order that the etchings and engravings be made within the limits of the United States. Nor could foreign etchings and engravings of their work be imported.

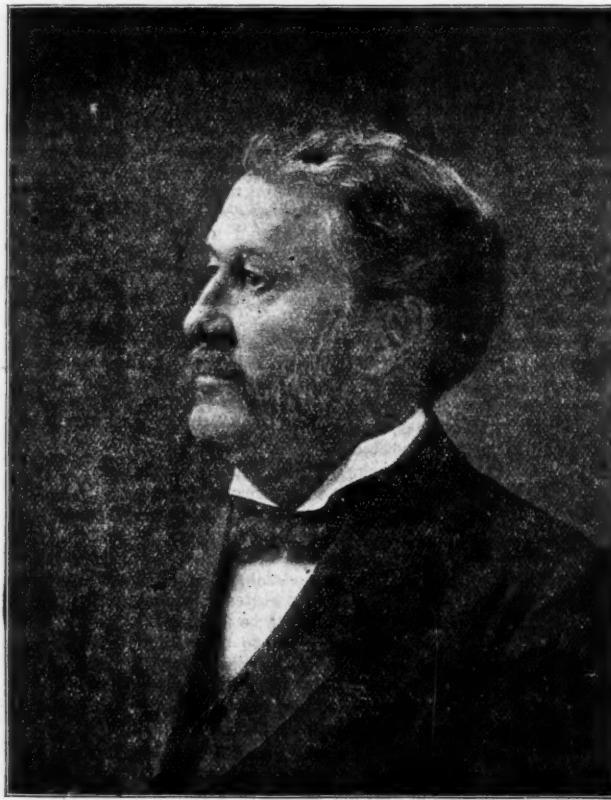
Another amendment proposed is due to the author's petition engineered by Miss Margaret E. Lee, of Brooklyn. It has been introduced into the senate by Senator Lodge and referred to the committee on patents. The bill provides that copyrights run for 1,000 years, and further that it be retroactive, that all copyrights heretofore lawfully granted by the United States, the terms of which have not yet expired, whether for the first period of twenty-eight years or for the continuance or renewal of any copyright for the second period of fourteen years, are hereby extended for the period of 1,000 years from the time of recording the title thereof according to law in such cases made and provided.

Upon the subject of the copyright law as it exists Mr. Henry J. Harper and Mr. George Haven Putnam were interviewed by a reporter of the *New York Times*. "The American publisher," said Mr. Harper, among other things, "being now protected by copyright can make his prices for foreign works correspond with their importance, thereby placing the works of American authors on an equal footing commercially with foreign works, to the encouragement of American literature. The benefit of international copyright to American authors is obvious to any one who examines the list of successful works published in this country during the last year or two." Mr. Harper declared also that taking cloth-bound novels as a standard, "the selling-prices of copyright works, including American and foreign productions, are lower than they were." Regarding the effect of the copyright law on composers, Mr. Harper said: "Composers are benefited by the international copyright law, as all foreign books must be set up here, and it is not an uncommon

thing now to manufacture plates for both markets in this country, the English copyright law not requiring the composition and manufacture of the book in Great Britain." Mr. Putnam said of the clause in the copyright law affecting compositors: "My individual opinion is opposed to the conclusion that any substantial advantage has come to the American book manufacturing trades as a result of the provision in the law making American manufacture a condition of American copyright. . . . Irrespective of the manufacturing condition included in the copyright law, the importation of English editions of books for American buyers would not have become considerable enough to interfere with American book manufacturing interests. American book buyers have their own special tastes and requirements, and the style in which books are manufactured in England does not, as a rule, meet these requirements. There is also, under the present conditions of duty, no sufficient advantage in the importation of English editions or of English plates as compared with the cost of typesetting, making plates, or printing the books on this side."

D. C. Heath on Modern Text-Books.

Apropos of the anniversary of Col Francis Wayland Parker. Mr. D. C. Heath, of Boston, contributed, at the request of the Chicago *Inter-Ocean*, an interesting article on the gain in textbooks and methods in the last twenty-five years from the publisher's point of view. Mr. Heath considers that the improvement in methods of teaching has largely been due to the



D. C. Heath, of D. C. Heath & Company, Boston.

publishers, who have practically forced the books of the highest standard upon the teachers. "A few great educators, lead the public, but the great mass of teachers are led by the publishers and their authors."

Twenty-five years ago the pupils learned everything by heart like parrots. With the classics the text was used merely as a means of applying the grammar which was first memorized. "Now the student begins reading at once and uses the grammar like his dictionary as a book of reference. The old plan was to make the study of Latin and Greek hard for 'discipline.' The new text-book makes it interesting, with broadness, intelligence and true culture in view. Other literatures are drawn upon for the purpose of comparison, and the student is to-day discovering that the Greeks and Romans stood for something beside the making of hard lesson books for boys and girls."

In modern language the change has been in the direction of not only more practicality, but of more scientific methods. Scrappy extracts have given place to graduated selections easy, yet interesting, to children.

"In mathematics, the plan, as in the ancient classics, now is to set the student at work on problems at once. Practical applications of algebra and geometry, especially of the latter, are being more generally made, and the student sees that there is after all some 'use' in studying these subjects. He is not allowed to commit to memory the solutions of typical problems, but learns principles, and puts them into practice with problems that his book may not contain. Constructive and synthetic methods are superseding analytical abstractions."

"English grammar has now become a complete rational study. The pupil is led to deduce his own rules as he reads and writes and talks, and talks and writes and reads. Instead of 'composition' writing (the 'rhetoric' of ancient days) once in two months or so, evolved for the sake of 'style,' upon topics usually quite beyond his grasp, he now expresses his own thoughts and ventilates his own knowledge in all branches of school work daily and thus learns to read, write, and speak the English language correctly and fluently, in accordance with Comenius' doctrine of learning to do by doing."

"Hence not only has the grammar evolved into a 'language book,' but the modern reader instead of being made up of short and choppy pieces, contains more extended extracts, so as to convey the author's inspiration as well as to conserve his style. The pupil spends no time now in learning how to read; he reads. Hence the publishers supply supplementary reading matter in great variety and quantity adapted to all grades. Hence, too, in 'literature' the authors are being read for their sentiment and inspiration instead of being used as a means for the study of grammar and philology."

The modern spelling-book is not a mere jumble of words, but a careful arrangement bearing on the pupils' other lessons. In fact, all the studies in school have in these late years been correlated to a greater or less extent and the text-books have been adapted to the new conditions.

In geography books the improvement has not been as marked as it might be. Penmanship is no longer regarded as a fine art, but as a mechanical knack, to be acquired by all in the simplest possible way, and purely as a means to an end. The advent of the study of drawing in the public schools and the common use of the typewriter are chiefly responsible for this. Simplicity and legibility are now the sole tests.

Science is now taught generally by the laboratory method, and the text-books have been changed largely to meet that plan of teaching. They have become books of reference in the main.

"History is also being taught by the laboratory method, that is, the student is compelled to do original work with original materials. By this method the mind gains courage, sharpness, breadth and generous temper. The subject is thus made interesting, where formerly it was a burden, and the facts remain in the mind where formerly they were forgotten along with the 'dates' and 'names.'"

Chicago Text-Books.

While reporting against the proposition of the board's publishing its own text-books, the special committee on text-books of the Chicago board of education has recommended that principals be allowed to buy the kind of books they think best. The purpose of the movement was to eliminate the middleman's profit. The difference between the cost of production of text-books and the price charged to pupils was placed at between 16 and 80 per cent. It was recommended that the board undertake the purchase of the text-books from the publishers and supply them at purchase price, with the cost of production added.

The committee found that the number of text-books could be advantageously reduced as follows: Three books in mathematics, instead of five, in the elementary schools; each to contain arithmetic and such of the elements of algebra and geometry as are adapted to the mental status and aptitude of the pupils; one properly compiled geography, instead of the two now in use; one properly compiled book on physiology and hygiene, instead of the three now used; two song books for the elementary and one for the high schools.

Publishers Seek Relief.

Representatives of the American Publishers' Association, which includes 22,000 publishers of periodicals, have presented a memorial to the senate finance committee asking that some relief be afforded on account of the increased price of paper. The resolution recited that the price of printing paper has advanced over 60 per cent. without reason or warrant to be found in the condition of the industry. The association believing the condition to be due to the working of a trust appealed to Congress to make enquiries to the end that suitable legislation might be enacted to provide a remedy.

School Equipment.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market, which will help them to keep up with the advances made in this important field. Correspondence is invited. Address letters to *Editor of THE SCHOOL JOURNAL*, 61 East 9th street, New York city.

Water Filters for Schools.

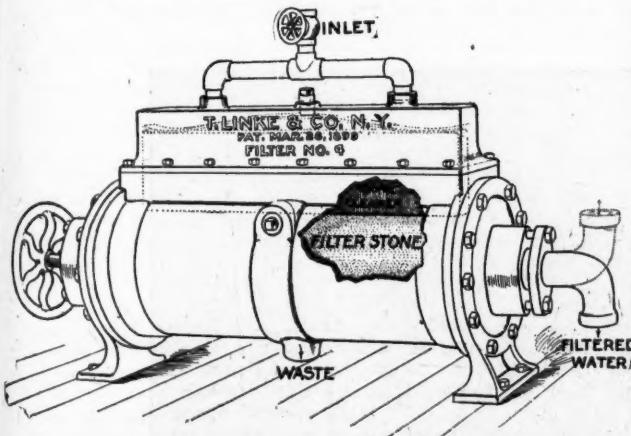
As the summer comes on the need of pure drinking water in the public schools once more begins to impress itself. Hitherto the question has not received much attention in New York. The water in this city is comparatively good and cases where evil effects have resulted from drinking unfiltered Croton water are not reported. Again the numerous subjects which have come up recently have absorbed the attention of the board of education to the extent that it has had little time to devote to what some persons might consider a minor question. The matter of supplying the schools with filters, it is true, has been discussed in former years, but not in a very serious manner. A canvass of the pupils in a number of the schools was made a few years ago, the children being asked whether in their homes they drank city water straight from the faucet or whether it was boiled or filtered first. The result of the canvass showed that eighty per cent. drank the water unboiled and unfiltered. Upon receiving this intelligence the authorities decided that it was not their function to supply the children with filtered water at school and make them discontented with their home lot. The question, however, is to come up for consideration again very shortly. Physicians recognize that the present situation is unsatisfactory. Croton water is good in comparison with the supply of most great cities, but there are times when it is unsightly, unpalatable and unwholesome. The matter, then, being of such importance, and the cost involved by the installation of filters so slight, there is no probability that this time it will be dismissed as of little moment.

As matters stand at present the New York public schools are in this respect behind the times. Filters were put in the Chicago schools a couple of years ago, in Philadelphia proposals for their installment were opened the other day, while all the private schools and academies of this city have been supplied with filters long since.

In making the selection of a filter for the public schools the main consideration will, of course, be its filtering capabilities. Probably ninety-five per cent. germ proof will be required. Again, the filter will have to be one that gives a large supply of water. No little dribblet will do to assuage the thirst of several hundred children. No doubt a filter that discharges into a tank will be required, the tank to be well supplied with faucets, so that a goodly number of children can drink at the same time. Finally, none but a filter that is easily cleaned will give satisfaction. The fitting and unfitting of a lot of complicated machinery would be too much to require of a busy janitor, while a dirty filter is worse than no filter at all. There are a number of good filters in the market, and we have picked out a few which appear especially suitable for school use.

The Linke Filter.

The "Acorn" filter, manufactured by T. Linke & Company, is a serviceable instrument which has been installed in a number



of hospitals, restaurants, and institutions of various kinds, as well as in the homes of various physicians. The peculiarity of the Acorn is its self-cleaning arrangement. By turning a

wheel a steel scraper passes around the stone, removing all the organic substances and living germs deposited upon the surface. These impurities do not remain in the filter but are carried away in the unfiltered water which flows off thru a separate pipe. Neglect on the part of attendants is obviated, for, in order to set the filter for filtered water, the cleaning wheel must be turned. Every revolution of the wheel produces a new surface on the stone, and the filter is washed clean without having to be taken apart. The stone used is natural Tripoli stone brought from Missouri, which has the minimum porosity. No. 4 Linke Filter would be the one most suitable for school use. It is a large affair, and will purify from two to three gallons per minute. It could best be used in connection with a tank.

Advantages of the Berkefeld.

The Berkefeld Filter enjoys a wide popularity and is in use in a number of schools and colleges. The principal peculiarity is its filtering cylinder which is made of infusorial earth, found in the mines of Kiesesguhr in Hanover. This earth is composed of silicious skeletons of diatomaceæ, giving an enormous number of tiny pores, which afford a free passage for the liquid, and at the same time stop the smallest portion of matter. By

a patent process this earth is annealed into a hollow filtering cylinder which is practically indestructible. This can easily be cleaned with a sponge or soft brush. At each brushing about one-hundredth of an inch will be brushed off together with the accumulated dirt, and by this the pores of the cylinder will be re-opened. The great advantage of the earth is that the dirt cannot be brushed into the pores. The filter can be sterilized by being boiled in water for an hour.

The Berkefeld Large Supply Filter would be suitable for school use. With thirty cylinders it will give fifteen and one-half gallons per minute at a forty pound water pressure. These large filters are constructed with a special cleaning arrangement, which obviates the necessity of brushing and taking apart. Some fine infusorial earth dissolved in water is poured into the filter pot. The pressure of the water forms a thin layer or coat of this earth over the entire surface of the cylinder, on which all the dirt is deposited. This deposit is easily removed by air pressure, produced by an air pump affixed to the filter.

The Ralston Still.

An apparatus which, tho not a filter, is constructed with the same object in view, viz., the supplying of pure water, is the Ralston New-Process Still. This is a very handy and simple distilling apparatus. In addition to the ordinary parts of a still it contains a sterilizing chamber, which insures all the air coming in contact with the water under distillation being absolutely germ proof. The distilled water, is stored inside the apparatus away from dust and odor. The right hand cut gives an inside view of the still showing how it works. The water boils in the retort A, passes into the condensing chamber B, where it is condensed by the condenser C, while sterilizing air flows in from sterilizing chamber D. The distilled water then drips into reservoir H, from which it can be drawn off, as needed, thru faucet M. The still is then replenished thru faucet N, while indicator P shows the height of the water in the still. Overflow passes thru I.

The Pasteur Filter.

Another filter which is widely used is the Chamberland Pasteur Water Filter, which is installed in the public schools of Chicago. The latter was recommended for the Philadelphia schools last year by the board of health, but owing to a disagreement with the board of education was not installed, the matter being left over till this year.

Another filter which has been installed in schools in Chicago and elsewhere is the Boston Water Purifier. The principal feature of this is the porcelain tube, or filtering medium. It is made of unglazed porous American clays, and its porosity is so fine as to prevent the passage of almost all micro-organisms. Purifier No. 12 is the one generally used in schools. It combines a cooler with a filter in the same apparatus without the ice coming in contact with the filtered water. No. 12 is a gravity filter, but the company also manufactures pressure fil-

ters, which are convenient in form. These can consist of as many tubes as are desired, each tube filtering twelve gallons per day.

Pneumatic Ink-Well.

Pneumatics has recently been applied to the humble inkwell. Attached is a reservoir capable of holding a large quantity of ink, which may be put in at one time, and a device for conveniently discharging the ink into the well as it is used up by the pen. A pneumatic bulb located above the reservoir and connected therewith serves this purpose. All that is necessary, presuming the reservoir has ink in it, is to press the bulb and the ink is forced into the well or bottle, filling it to the point desired.

Releasing the pressure on the bulb instantly stops the flow. By this means the ink in the well can always be kept at the same level. The merits of the device claimed by its inventor over other patent inkwells are that the well can be cleaned easily at any time; that none of the moving parts come in contact with the ink, and so cannot become clogged or gummed; that it only takes an instant to replenish the well, and lastly, but principally, there is no danger of soiling the fingers in the operation.

New Writing Book.

A writing book with a movable sample line has recently been patented in Louisville, Ky. The device enables the sample line to be kept in constant proximity with that being written by the pupil, the former being moved down as each written line is completed. The advantage claimed for this arrangement is that the student is thus prevented from looking at his own writing instead of the copy. The reverse side of each page is provided across the lower edge with a line of copy for the following page, and a metallic bale holds the sheet in position for each line, allowing it to slide down and cover each written line. When one side is full the book can be reversed to fill the other side.

Ink Eraser Holder.

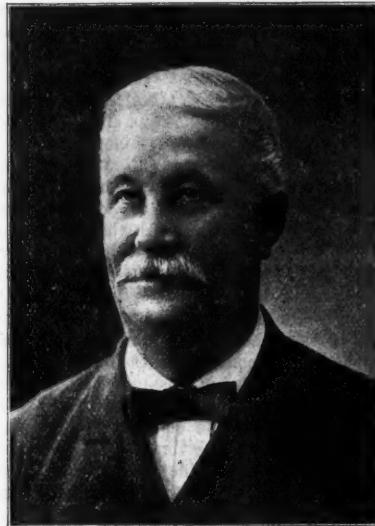
The accompanying cut represents a new holder for a Faber ink eraser to which reference was made in THE SCHOOL JOURNAL for April 7. It can be made from a common clothespin by cutting down the legs, and fastening the eraser between the two stumps with a one-eighth inch bolt having a washer on either end.



Relief Map.

There is little difficulty in making good relief maps. All that is required is water, cardboard and some soft paper. Soak the paper in the water, stirring it constantly until it is in a pulpy condition. The process will be quickened if the paper be torn in small pieces. Next let the children supply themselves with pieces of pasteboard of the correct size. Upon these they should make their maps with the pulp, raising the mountains in relief and representing the rivers and lakes by depressions. For model they can follow a drawing on the board made by one of themselves. After the maps are completed the water may be marked in with blue crayon. If whiting be mixed with the pulp before it is used the color of the map will be more pleasing. The products of the different localities can be represented in a simple and easy manner, when it is possible to obtain them in small quantities. Before the pulp is allowed to dry, they should be pressed in the proper

place. For example on the map of North America a few grains of wheat could be placed on or near the location of Minnesota, North and South Dakota, while grains of rice would be put on South Carolina, corn in Iowa, etc. Thus fruit may be marked with the seed and so on. Another way of marking the products is to put them in small bottles which can be fastened to the map by means of small ribbons set into the pulp and gummed on. The latter method is not quite so pleasing, tho some very good examples of both kinds were exhibited at the Omaha exposition. After the maps are dry such ones as are good enough may be taken from the pasteboard and mounted on a heavy cardboard or heavy paper with mucilage.



Supt. Henry B. Archer, of Charleston, S. C.

Educational Trade Field.

(Continued from page 610.)

A dictionary for the blind in the New York Alphabet Point System is being printed by the Maryland School for the Blind. The work will be in about 18 volumes of about 100 pages each.

The bill relative to school furniture contracts which has recently passed the legislature, will, according to ex-President Little, of the New York city board of education, put the schools at the mercy of one contractor. It requires that all school furniture not made in the prisons shall be bought from New York state manufacturers, and, as far as he knows, the only such furniture company in the state is one in Buffalo.

Thomas H. Devereaux, of the publishing department of Rand, McNally & Company, has recently returned from the Pacific coast. He visited the principal cities, including San Francisco and Seattle, and reports a record trade. Mr. Andrew McNally, president of the company, has lately been visiting his country home in Pasadena, Cal.

Cassell & Company are bringing out a new series of practical volumes by Paul N. Hasluck, dealing with the arts and crafts. The two that have already appeared are "Practical Staircase Joinery," and "Practical Metal Work."



The Battery, Charleston, S. C.

Books for School Libraries and Text-Books.

A Ten Years' War; An Account of the Battle with the Slums in New York; by Jacob A. Riis. Beginning with an account of the investigations into the crowded condition of the tenement house section of the city and its menace to the public health, the author shows the persistent opposition which the movement for its relief met from property owners and public officers. Then he relates how, step by step, the character of the tenant's surroundings has improved, so that now open spaces in the form of public parks give light and air to what were once the worst areas. So he pleads for justice to the boy in affording him proper opportunities both to secure a fair education and to labor in some productive trade. Finally he places the basis of actual reform of the one born of the criminal type, in the personal influence of those moved by the true spirit of Christianity. (Houghton, Mifflin & Company, Boston and New York.)

Mr. Julian Ralph prefaces his *Toward Pretoria* with a history of South Africa from the first Dutch settlement in 1652 to the beginning of the present war. He calls this a "historical foreword." The first chapter opens with the scene at Cape Town as the troops are daily arriving and leaving for the interior. Then follows a collection of Mr. Ralph's letters from the seat of the conflict, many of which have already appeared in our newspapers. His accounts of the marches, skirmishes, and battles are told as graphically as Mr. Ralph always writes. The description of the Battle of Modder river and the appearance of the field after the conflict is striking in its realism, giving one an adequate idea of the sufferings of the soldiers in a torrid climate. It is plainly shown that Mr. Ralph is decidedly anti-Boer. He often says severe things about President Kruger and his fellows, while all the actions of the British since the beginning of the war he is greatly inclined to soften. He is so outspoken in this, that his frankness may tend to mollify any prejudices one might have from the stand he takes. If the reader would go thoroly into the subject, he is well equipped with this book, for in it, beside the historical introduction, are a map, a full index, a glossary, and a list of casualties up to March 10, 1900. (Frederick A. Stokes Company, New York.)

A Guide to the Trees, by Alice Lounsbury, with an introduction by Dr. N. L. Britton, director-in-chief of the New York botanical garden. The book begins with a careful description of the essential parts of trees and a definition of the important terms used. Then the process of growth is fully treated, giving the functions of every part of the tree so far as determined, and showing the essentials of nutriment. All stages, from the germination of the seed, thru the sapling and mature tree, to seed production, have their relation indicated, so that this part becomes an epitome of botany.

In describing the trees themselves, the nature of the soil and its condition of moisture is made the basis of division. Thus the first division is, "Trees Growing Near Water." This plan makes the book especially convenient as a hand-book for identification. The illustrations, many of them colored, are superb, and they are generally true to nature, tho in a few instances a little too highly colored. The descriptions are mainly very accurate but with occasional minor deficiencies, such as naming the small gray birch, white birch, and not separating between the white and the canoe birches so distinct in their leaves; but this only shows the impossibility of perfection. (Frederick A. Stokes Company, New York. Price, \$2.50.)

The Little Minister, by J. M. Barrie, has delighted hosts of readers, and it hardly needs a word more in its favor. In its humor and pathos, its portraiture of characters in Thrums, its quaint dialect, its dramatic situations, and its well placed incidents are summed up the attractive qualities of this great story. An elegant "Maude Adams" edition has lately been issued, the illustrations for which were made by special arrangement with Charles Frohman. Many of them were drawn by C. Allen Gilbert, while others are from photographs which appear here for the first time. The book has rough edges, gilt top, canvas binding, with a handsome cover design, and is boxed. (R. H. Russell, New York.)

Cotton Tails, by George A. Beckenbaugh, is a book of amusing pictures of animals with accompanying verses full of witty puns that will please readers of all ages. Much of the matter contained in the volume has appeared in the *New York Herald*. In the book form these pictures and verses will be enjoyed by a large number who did not see them in their original shape. The pages are oblong in shape, and the paper, printing, and binding are of excellent quality, while the illustrations are exceedingly ingenious. (R. H. Russell, New York.)

Smith College Stories, by Josephine Dodge Daskam. The college girl, a comparatively new product, is admirably pictured in

these bright and fascinating pages. While she cannot engage in a cane rush, or a football game, or the traditional hazing expedition, the female collegian has peculiar ways of making her personality known. Miss Daskam gives an animated picture of an especially active-minded and picturesque community. She shows what the undergraduate life of many thousands of American young women really is in its various phases, illustrating their ambitions, manners, occupations, and traits. (Charles Scribner's Sons, New York. Price, \$1.50.)

Boys and Men, a Story of Life at Yale, by Richard Holbrook. There is a perennial interest in stories of college days, if they are well told. Mr. Holbrook has a talent for lively narrative and his characters engage our attention and hold it to the last page of the last chapter. All college men will recognize in these youths the characteristics of freshmen, sophomores, and other classmen to be found at all colleges. The incidents will be in the nature of reminiscences to thousands of men who long since left their alma mater. (Charles Scribner's Sons, New York. Price, \$1.25.)

Lying Prophets is a strong story by Eden Phillpotts, the scene of which is laid in Cornwall, England. Joan Tregenza, John Barron, and the other characters of the novel are drawn true to life, and to their surroundings in this interesting region, and help bring to a climax a drama whose incidents are varied and striking. (F. A. Stokes Company, New York.)

The May number of *The International Studio* is one of unusual interest and beauty. The leading article is on the "Work of Mrs. Adrian Stokes," by Harriet Ford. The frontispiece is a fine reproduction in colors of Mrs. Stokes' allegorical figure "Honesty." The industrial art articles are on "Suggestions for the Improvement of Sporting Cups and Trophies," and "A Bedroom Decorated," by Mr. Frank Brangwyn.

Some Problems of the Day in Natural Science, by Alex. Hill M. A., M. D., master of Downing college, Cambridge. This book is one of the series of Temple Primers, handsomely printed and bound books that are small enough to carry in a side pocket. Its aim is to give an account in popular language of the scientific problems which are most prominent at the present time, and to portray the attitude of mind of those who are engaged in solving them. The illustrations consist of portraits of Lord Lister, Lord Bacon, Lord Kelvin, the Hon. Robert Boyle, Charles Darwin, and Sir Charles Bell. (J. M. Dent & Company, London.)

New School Readers.

A new series of attractive, well graded, and thoroly practical readers called *The Progressive Course in Reading* has just been published by Butler, Sheldon & Company. The authors are George I. Aldrich and Alexander Forbes. The plan of the first book aims at the cultivation of the pupil's sight, hearing, and vocal organs. The book is finely illustrated throughout. The first few pages are devoted to the type-forms and common objects based upon them, presented in the standard colors. Many phonetic exercises are found early in the book. Words containing the long vowel sounds are first taken up as they can be prolonged by the vocal organs, thus quickly distinguished from the consonant sounds. In the first lessons the pupil is taught the relation of the object to the picture, and the spoken word to its printed symbol. It is suggested that the teacher place before the pupil familiar objects. The pupil proceeds to associate them with their pictures and then relates each spoken name to the printed symbol.

Teachers will appreciate the gradual introduction of words. These are given in connection with the pictures of the objects, their names and such other words as are required to express the pupil's thoughts. The new words are given at the head of the lesson in which they first occur.

In connection with this book another called *The Sight Reader* has been published. This is based on the same vocabulary as the other and is designed for additional reading matter.

The second and third books of the Progressive Course follow the same plan characterizing the first. The study of each new word is provided for. In the phonetic exercises attention is directed to letters or combination of letters representing the same sound. The silent letters are printed in italics. The reading matter in this series is of the highest order. Its pleasing variety cannot fail to appeal to pupil and teacher. Besides valuable nature, historical, and geographical studies, the acquaintance of the fables and stories of Aesop, the Grimms, and Andersen are made. Writers like Alcott, MacDonald, Stevenson, Cary and Sewell are introduced not only thru choice selections but thru references to other books of their writing. (Butler, Sheldon & Company, New York, Philadelphia, Chicago.)

Notes of other books belonging in this department will be found on page 626.

The School Journal,

NEW YORK AND CHICAGO.

WEEK ENDING JUNE 2, 1900.

Degeneracy in Teaching.

A letter from a superintendent over more than a thousand teachers refers to an editorial article in THE SCHOOL JOURNAL in which "apathy" was pointed out as the deadly foe of the teacher. "I have been amazed," he writes, "to see very bright women lose 25 per cent. of their influence in a year after appointment, and go on dropping off 10 to 15 per cent., year after year, until finally they get to 25 per cent. of their original value. I know how this is but don't know of any way to prevent it—that is from outside. One I have in mind was an Oswego graduate; she fell to reading newspapers, and novels, and attendance at the theater, as a steady business after school, and became almost useless. I would give a good deal to have some method devised to maintain teachers at par value. Can you not invent something to stop degeneracy in teachers?"

**Mr. Elson's Election at Grand Rapids.**

Grand Rapids, Mich., has done well in electing Supt. W. H. Elson, of Superior, Wis., as superintendent of her public schools. No abler man could have been named for the position. He is recognized as one of the most efficient school superintendents in this country. This enviable reputation has come to him by quiet, unobtrusive, solid work. The schools of Superior have, under his administration, become an influential model in the state of Wisconsin. Grand Rapids is to be congratulated if she secures him.

**Convention Programs.**

With the present number THE SCHOOL JOURNAL sends out Official Bulletin No. III. of the N. E. A., giving the complete program of the great convention to be held in Charleston, S. C., in July. This is the first time the announcement is issued in full. Previous bulletins not only lacked completeness, but repeated the legend "program not yet supplied," with exasperating frequency, being little more than a catalog of the departments and officers of the association with a list of railroads and steamship rates. Eight pages were added to the usual forty-four of this monthly school board number to make room for the important bulletin. Readers who desire further information concerning the N. E. A. will receive prompt attention by applying to either the editor of THE SCHOOL JOURNAL or the secretary of the association, Dr. Irwin Shepard, Winona, Minn.

Attention is also called to the very attractive program of the American Institute of Instruction which appeared in full in THE SCHOOL JOURNAL of May 26. The meeting at Halifax this year promises to be the most largely attended and best provided for in the history of the organization. Copies of the program and other announcements may be obtained from the editor of THE SCHOOL JOURNAL.

Temperance Teaching in Massachusetts.

The committee of education of the Massachusetts legislature of 1899, endeavoring to ascertain the extent to which the provisions of the act of 1885 are being carried out in the schools of the state, suggested that "the facts of the case be revealed by closer inquiry on the part of the secretary of the state board of education. Accordingly Secretary Hill prepared and sent out a set of inquiries as to the nature and extent of the compliance of the several towns and cities with the requirements of the present law. These questions were as follows:

1. Is definite provision made by the school committee in the school curriculum for the required instruction?
2. Do the teachers, when giving such instruction, have definite times and places for it in their school or working programs?
3. In what grades is the instruction oral, and how much time, approximately, is devoted to it?
4. In what grades is the instruction given with the aid of text-books, and how much time, approximately, is given to it?
5. What text-books have been adopted by the school committee for the purposes of the required instruction?
6. What help, if any, by way of reference books, charts, etc., is given the teachers by the school committee to facilitate the required instruction?
7. Any further information about the nature or the extent of your compliance?

The replies have come in, been tabulated, and published under the title of "Physiology and Temperance Instruction in the Public Schools of Massachusetts."

The tables given show that the present law is having an excellent chance to demonstrate its usefulness. It has been in force—modified slightly from time to time—for upwards of fourteen years. It reaches practically the whole population of the state. There is, perhaps, not a single town in which some effort is not made to give "scientific temperance instruction" as directed by the law.

Mr. Hill thinks that altho the letter of the law is faithfully carried out, "the situation is not so satisfactory when the nature and results of the instruction itself are considered." There are countless difficulties, some of which will disappear as the teachers gain more skill, others of which are inherent in instruction of so exceptional a nature. It must always be remembered that in this branch alone has the state undertaken thru its laws to establish standards of instruction. Other studies are named in the statutes; this one is carefully described with details as to the character and extent of the work and with fines imposed for non-fulfilment of the law.

On the pedagogical side there is need for much revision. How much of this can be done without violating the provisions of the law is still a question. Certainly the policy of spreading the instruction in weekly lessons over a period of several years is being more and more challenged by practical educators. The subject-matter becomes thin and attenuated when it is so tediously prolonged.

The conclusion is that whatever difficulties there are in the way of this law, they lie not in a spirit of indifference or disobedience but almost wholly within the pedagogical realm. The remedies to be applied are not, as some people suppose, more stringent and exact legislation regarding text-books and hours of instruction but a

National Educational Association

Charleston, S. C. July 7-13, 1900

(Council July 7-10. General Association 10-13)

Executive Committee for 1899-1900

OSCAR T. GORSON, PRESIDENT, COLUMBUS, OHIO
ELIPHALET ORAM LYTE, 1ST VICE PRES'T, MILLERSVILLE, PA.
CARROLL G. PEARSE, TREASURER, OMAHA, NEBR.
ALBERT G. LANE, CHAIRMAN OF TRUSTEES, CHICAGO, ILL.
WM. T. HARRIS, U. S. COMM'R OF EDUCATION, WASHINGTON, D. C.

IRWIN SHEPARD, SECRETARY, WINONA, MINN.

Secretary's Office, Winona, Minn., May 20, 1900

OFFICIAL BULLETIN No. 3

The Executive Committee of the National Educational Association is authorized to announce the following as the railroad basing rates and ticket conditions for the Charleston meeting, July 7-13, 1900, as proposed by the terminal lines, viz.: **The Southern Railway, The Atlantic Coast Line, and The Plant System**. All the lines of the **Southeastern Passenger Association**, and the non-membership lines operating in the same territory, have concurred in the action of the terminal lines.

BASING RATES AND TICKET CONDITIONS

Rates.—One fare for the round trip, plus \$2.00 membership fee to be reported to the terminal lines and by them paid to the Treasurer of the N. E. A. on the basis of sales; or, in the case of diverse routes within the territory named, fifty per cent. of the one way rate in each direction, applicable by the route traveled, plus the membership fee.

Routes.—"Direct Routes" are those via which short line rates apply, and for which the lines south and east of the Ohio, Potomac, and Mississippi rivers will apply fifty per cent. of the rate in each direction, whether going and returning by the same route, or going and returning via different routes.

DIVERSE ROUTES.

Circitous Routes may be arranged by selecting any one of the direct routes named below as a going route, and any other one for returning. The option of diverse routes applies to all business originating in the territory west of Wheeling, Pittsburgh and Buffalo, and north and west of the Ohio and Mississippi rivers.

The following specified and numbered routes, all terminal in Charleston, indicate the liberal options which are offered from and thru the Ohio and Mississippi river gateways:

Route No. 1. From Cincinnati, Louisville, Evansville, Cairo, St. Louis or Memphis, going via Chattanooga, Atlanta and Augusta or Savannah, or via Montgomery and Savannah.

Route No. 2. From Cincinnati, Louisville, Evansville or St. Louis, going via Harriman Junction, Knoxville, Asheville, Spartanburg and Columbia.

Route No. 3. From Cincinnati, Louisville, Evansville, Cairo, St. Louis or Memphis, going via Chattanooga and Knoxville, Asheville, Spartanburg and Columbia. This is not a direct route, and an additional charge of \$2.00 is made for the extra distance traveled. (See following table.)

Route No. 4. From St. Louis, Evansville, Louisville or Cincinnati, going via Jelico, Knoxville, Asheville, Spartanburg and Columbia.

Route No. 5. From St. Louis, Evansville, Louisville or Cincinnati, going via C. & O. Ry. to Charlottesville, Va., thence via Southern Ry.

Route No. 6. From St. Louis, Evansville, Louisville or Cincinnati, going via C. & O. Ry. to Lynchburg, Va., thence via Southern Ry.

Route No. 7. From St. Louis, Evansville, Louisville or Cincinnati, going via C. & O. Ry. to Richmond, Va., thence via Southern Ry., Atlantic Coast Line, or Seaboard Air Line.

Route No. 8. From St. Louis, Evansville, Louisville or Cincinnati, going via C. & O. Ry. to Norfolk, Va., thence via Southern Ry., Atlantic Coast Line, or Seaboard Air Line.

Route No. 9. From St. Louis, Evansville, Louisville, or Cincinnati, going via C. & O. and N. & W. Railways to Petersburg, Va., thence via Atlantic Coast Line, or Seaboard Air Line.

Route No. 10. From St. Louis, Cairo, Memphis, Vicksburg, or New Orleans, going via Birmingham, Atlanta and Augusta or Savannah, or via Montgomery and Savannah.

Route No. 11. From Evansville, St. Louis, Cairo, Vicksburg, or New Orleans, going via Montgomery and Savannah.

Route No. 12. From New Orleans, going via River Junction, Fla., or via Chattahoochee and Savannah.

TABLE OF BASING RATES.
(Including \$2.00 Membership Fee.)

FROM	GOING ROUTES (numbered as above.)	Returning by same route or by any other going route specified	Going by Route 3, and returning by any other route specified	Returning via Wash- ington, D. C., to starting point named or vice versa *	Returning to Wash- ington, D. C., or vice versa *
Cincinnati	1, 2, 4, 5, 6, 7, 8, 9, 10, 11	\$21.85	\$28.85	\$28.60	\$20.20
Louisville	1, 2, 4, 5, 6, 7, 8, 9, 10, 11	21.00	28.00	29.85	19.75
Evansville	1, 2, 4, 5, 6, 7, 8, 9, 10, 11	21.60	28.60	31.75	20.05
St. Louis	1, 2, 4, 5, 6, 7, 8, 9, 10, 11	26.45	28.45	35.20	22.50
Cairo	1, 10, 11	22.75	24.75 .....	.....	20.65
Memphis	1, 8, 10, 11	20.15	.....	.....	.....
Vicksburg	10, 11	24.85	.....	.....	.....
N. Orleans	10, 11, 12	25.30	.....	.....	.....

* To determine cost of return via Washington, D. C., or for going via Washington and returning via any Ohio river gateway, to any starting point west of Wheeling, Pittsburgh and Buffalo, and north of the Ohio river, add to the rate named in the table 60 per cent of the one way fare by direct route between such starting point and the Ohio river gateway specified, plus 60 per cent of the one way fare, by any direct route, between Washington and the starting point.

The following rates, including the \$2.00 membership fee, apply for going and returning via the same route from: Washington, D. C., \$18.50; Richmond, Va., \$15.15; Lynchburg, Va., \$14.75; Vicksburg, Miss., \$24.85; New Orleans, La., \$25.30; Mobile, Ala., \$21.40; Birmingham, Ala., \$16.60; Chattanooga, Tenn., \$15.70; Atlanta, Ga., \$11.60; Macon, Ga., \$10.20; Augusta, Ga., \$6.45.

Connecting Lines.—The NEW ENGLAND PASSENGER ASSOCIATION, the TRUNK LINE PASSENGER ASSOCIATION, the CENTRAL PASSENGER ASSOCIATION, and the WESTERN PASSENGER ASSOCIATION have taken concurrent action granting a rate of one fare, plus the membership fee, from all points in their respective territories for going and returning via the same route.

THE SOUTHWESTERN PASSENGER BUREAU grants a rate of one fare plus \$4.00 (\$2.00 of which is membership fee).

The Trunk Line, Central Passenger, and Western Passenger Associations will join in diverse route arrangements south of the Ohio river gateways, for business originating west of Wheeling, Pittsburgh and Buffalo, excepting that for returning via Washington and direct lines from that point, or vice versa, a slight additional charge will be made.

The official rates from individual points in the territory of connecting associations have not yet been promulgated, but can be approximately determined by adding one fare for the round trip from starting point to the points from which the basing rates of the above table apply.

THE SOUTHERN PACIFIC RAILWAY COMPANY and the SANTA FE RAILWAY SYSTEM have agreed to sell N. E. A. tickets on July 1 and 2 from California to Charleston and return at a rate of \$87.65, including the \$2.00 membership fee. The tickets from California will be limited to sixty days for the round trip west of the Missouri river. From all points on the Santa Fe lines east of California the rate will be one fare plus \$2.00 membership fee.

Arrangements are pending for reduced rates from North Pacific Coast points, Idaho and Montana.

Dates of Sale.—The Southeastern Passenger Association has granted the following dates of sale in all territory east of the Mississippi and south of the Ohio and Potomac rivers, viz.: July 3, 6, 7, and 9, and from points in Georgia and South Carolina, July 10.

The Central Passenger Association has granted July 3, 5, 6, and 8 as dates of sale in that territory.

The Trunk Line Passenger Association and The New England Passenger Association have named July 5, 6, 7, and 8 as dates of sale.

The Western Passenger Association grants as date of sale from points east of eastern state lines of Colorado and Wyoming, July 2, 4, 5, and 7; from points in Colorado and Wyoming, July 1, 3, 4, and 6; dates from points in Utah to be arranged by Utah lines. The sale of tickets must be so regulated as to enable presentation of tickets at the western gateways of the Central Passenger Association on its selling dates, viz.: July 3, 5, 6, and 8.

The Southwestern Passenger Bureau grants July 4 and 5 as dates of sale.

Going and Returning Limits.—Holders of N. E. A. tickets must reach Charleston, S. C., not later than July 10. The limit for return is September 1, 1900.

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Stop-Over Privileges.—Stop-overs en route in each direction will be allowed within the going and returning limits of the tickets at any and all points south and east of the Potomac, Ohio, and Mississippi river gateways. Arrangements will be made at the various points on the return route, including Charleston, Richmond, Norfolk, Washington, etc., for the deposit of tickets during the stop-over of the holder. No charge for deposit will be made excepting at Washington, where a charge of \$1.00 is required to meet joint agency expenses.

STEAMSHIP RATES

Several steamship lines from North Atlantic ports authorize round trip rates to Charleston and return, as follows:

The Ocean Steamship Company, 317 Broadway, New York, offers the following: Five ships per week from New York, and two ships per week from Boston to Savannah, Ga., thence by rail to Charleston—time of ocean sail fifty hours—for round trip from New York, \$27.00; from Boston, \$29.00; meals, berth, and membership included.

One way rates are offered as follows: New York to Charleston, \$12.50; Boston to Charleston, \$13.50, (\$2.00 membership to be added). The one way rates include meals and state room berth. Rate for return via a different route will be furnished on application.

Merchants and Miners Transportation Company, Baltimore, Md., offers four sailings per week from Boston and three sailings per week from Providence to Norfolk, also three sailings per week from Baltimore to Savannah, at the following rates:

From Boston and Providence by steamer to Norfolk, then by rail to Charleston and return via the same route, including membership fee, meals, and stateroom to and from Norfolk; for round trip from Boston, \$30.00; from Providence, \$28.00.

From Baltimore to Savannah, then by rail to Charleston, \$19.00 for the round trip; from Baltimore to Norfolk, then by rail to Charleston, \$18.40 for the round trip, including stateroom and membership fee (meals extra on steamer between Baltimore and Norfolk).

The Clyde Steamship Company, sailing between New York and Charleston, No. 19 State Street, New York, offers one fare, viz., \$20.00 (plus the membership fee, \$2.00), meals and stateroom berth included, from New York to Charleston and return.

A one way rate of \$10.00, plus membership fee, \$2.00, to members only, is offered by this company from Charleston to New York, meals and stateroom berths included.

The Old Dominion Steamship Company, pier 26, North River, New York, offers daily sailings, except Sunday, between New York and Norfolk, then by rail to Charleston and return via same route, for \$26.90, including membership fee, meals and stateroom berth on steamer.

The Baltimore, Chesapeake and Richmond Steamboat Company, Baltimore, Md., offers a rate from Baltimore to Charleston and return via steamer to Norfolk or West Point, then by rail to Charleston, for \$17.65, including membership fee, (meals and berths extra.)

The Baltimore Steam Packet Co. (Bay Line), Baltimore, Md., offers a rate from Baltimore to Charleston and return via steamer to Norfolk, then by rail to Charleston, for \$17.65, including membership fee (meals and berths extra).

Side Trips from Norfolk, Richmond and Washington.—From the foregoing table of rates it will be seen that the return trip via Norfolk, Richmond and Washington is permitted on all tickets reading from points north of the Ohio and Potomac river gateways.

The following side trips may be made from Norfolk, tickets good to return before September 1st:

OLD DOMINION STEAMSHIP CO., Norfolk to New York and return, \$12.00; Richmond to New York and return, \$14.00.

MERCHANTS AND MINERS TRANSPORTATION CO. (July 14-August 25), Norfolk to Providence and return, \$15.00; Norfolk to Boston and return, \$16.00.

Steamship rates between Norfolk and New York, Providence or Boston include meals and stateroom berths.

BALTIMORE, CHESAPEAKE AND RICHMOND S. B. CO., Norfolk to Baltimore and return, \$5.00.

BALTIMORE STEAM PACKET CO., (Bay Line) Norfolk to Baltimore and return, \$5.00.

NORFOLK AND WASHINGTON STEAMBOAT CO., Norfolk to Washington, one way, \$2.00; round trip, \$3.50.

Rates between Norfolk and Baltimore or Washington do not include meals or berths.

In addition to the above, attractive side trips may be made from Norfolk to Newport News, Fortress Monroe, Old Point Comfort, Virginia Beach, Ocean View, Portsmouth, Jamestown, and other historic scenes and attractive resorts of James river, Chesapeake Bay and Hampton Roads.

The opportunity for spending a month or more in Washington will be appreciated by many. Side trips may be made from Washington to a large number of points of interest. The round trip rate from Washington to New York and return will not exceed \$10.00.

Points of Interest En Route on Principal Lines Granting Stop-over Privileges:

THE SOUTHERN RAILWAY, with its Ohio river connection, The Queen and Crescent Route, reaches a large number of stop-over points. From Cincinnati and Louisville via Lexington the route lies thru the famous blue grass region of Kentucky, thence over the Cumberland mountains to Harriman Junction and Chattanooga. From Harriman Junction one route passes thru Knoxville and the beautiful valleys of Eastern Tennessee up the French Broad river and over the Blue Ridge range of the Alleghanies thru its most beautiful scenery to Asheville in the "Land of the Sky," thence thru Spartanburg and Columbia to Charleston. This may be considered the leading scenic route of the going trip.

From Chattanooga the route may be either via Knoxville and Asheville or direct to Atlanta thru Dalton, Rome and other places made famous as battlefields of the civil war.

The Southern Railway also operates from Memphis, Tenn., thru Chattanooga and Knoxville or Atlanta; from Mobile, Ala., and Greenville, Miss., thru Birmingham and Atlanta, and from Washington, Lynchburg, Charlottesville, Richmond and Norfolk, Va., along the eastern base of the Alleghanies, thru Danville, Va., Greensboro, N. C., Charlotte, N. C., and Columbia, S. C., with stop-over privileges at all points.

THE LOUISVILLE AND NASHVILLE, with its connection, the Nashville, Chattanooga and St. Louis, offers routes from Cincinnati, Louisville or Evansville thru Nashville and Chattanooga, thence via the Southern railway thru Knoxville and Asheville or via the more direct route thru Atlanta and Augusta to Charleston. Stop-overs will be granted at Mammoth Cave, Ky., Nashville, Chattanooga, and other points.

THE ATLANTIC COAST LINE offers the short line route from Washington, Richmond and Norfolk to Charleston and return thru Florence, S. C., Fayetteville, N. C., and Rocky Mount, N. C.

THE PLANT SYSTEM, operating from the territory south and west of Charleston, offers attractive routes with stop-overs from Atlanta, Ga., Montgomery, Ala., Tampa and Jacksonville, Fla., via Waycross and Savannah to Charleston. This line will also operate in connection with the Ocean Steamship Company and the Merchants and Miners Transportation Company from the North Atlantic coast points to Charleston via Savannah.

THE CHESAPEAKE AND OHIO RAILWAY offers routes from Louisville and Cincinnati via Charleston, W. Va., Kanawha Falls, White Sulphur Springs, Va., thru Charlottesville, Va., or Lynchburg, Va., and the Southern railway to Charleston; or via Richmond or Norfolk, thence by either the Southern railway, the Atlantic Coast Line, or the Seaboard Air Line to Charleston, at the same rates as by other direct routes. This line will become an important route for business returning either via Norfolk and Richmond or via Washington.

Other and equally important routes for going or returning via Washington are the **BALTIMORE AND OHIO R. R.**, the **BALTIMORE AND OHIO SOUTH WESTERN R. R.**, and the **PENNSYLVANIA LINES**. Rates will be made also for both going and returning via Washington.

SPECIAL ANNOUNCEMENTS

Various cities en route are planning to offer special courtesies to visiting teachers. At the present date the following is authorized:

The City of Asheville, N. C., thru its Board of Trade, extends a special invitation to the teachers en route to or from Charleston to stop at this delightful summer resort. Reception committees will meet guests at the depot. Arrangements will be made for visiting, among other points of interest, the Vanderbilt Biltmore estate, which is noted as the finest home and private estate in America. It is expected to secure for members special rates at the hotels and reduced rates for transportation to all points of interest. A special illustrated N. E. A. pamphlet will be issued by the Asheville Board of Trade, copies of which may be obtained on application to the Superintendent of Schools, J. D. EGGLERSTON, Jr.

The mayor and citizens of the **City of Spartanburg, S. C.**, on the route from Asheville to Columbia, have issued an invitation to the teachers to visit that city en route. Spartanburg, situated at the base of the southern slope of the Blue Ridge, is one of the most beautiful and enterprising cities of the South. As an educational center it is noted as the seat of Wofford college (co-educational), and of Converse college for women. It has also a superior system of city schools.

Spartanburg county, the Piedmont of the South, is the center of the cotton manufacturing industry, with its \$6,000,000 of invested capital. From Spartanburg the battle fields of Cowpens and of Cedar Springs may be visited. It has already been arranged that the Spartan Inn will reduce its rates to \$2.00 per day, and other hotels will make similar reduction. The livery stable proprietors will reduce their rates 50 per cent, and the street railway company offers free transportation to visitors. The Superintendent of Schools, Mr. FRANK EVANS, will furnish information to inquirers.

THE CITY OF CHATTANOOGA, Tenn., through its Chamber of Commerce, extends to the officers and members of the National Educational Association a most cordial and earnest invitation to visit Chattanooga en route to or from Charleston, and assures them that a hearty welcome awaits their coming.

The headquarters of the entertainment committee will be established at the rooms of the Chamber of Commerce, where information and escorts will be freely furnished to those who desire to visit points of historic and scenic interest.

It is hoped to secure reduced rates of transportation and entertainment. It can already be assured that the round trip to the Chickamauga battlefield and the national park by the Rapid

Transit Route will not exceed 50c, or to the top of Lookout mountain, 30c. A combination carriage drive over Mission Ridge, thru the park and battle field, including the trip to Lookout mountain and three meals at either of the leading hotels will probably not exceed \$2.50.

Later and special information can be obtained on application to B. L. GOULDING, secretary of the Chamber of Commerce, or A. T. BARRETT, superintendent of city schools, Chattanooga, Tenn.

The City of Savannah, which may be reached via routes Nos. 1, 10, 11 or 12, or by the Ocean Steamship Company's line from Boston or New York, or by the Merchants and Miners Transportation Company's steamers from Baltimore, extends a cordial invitation thru its City Council, the Board of Trade, the Cotton Exchange and the Board of Education, to all members to visit that city en route to Charleston or after the close of the convention.

No pains will be spared to enable members to visit, under the most favorable circumstances, the parks, seaside resorts, and points of interest of this old and beautiful historic city.

Letters of inquiry or advance notice of intention to visit should be addressed to OTIS ASHMORE, superintendent of city schools, Savannah, Ga.

It is expected that the cities of Columbia, Knoxville, Atlanta, Augusta and others will make arrangements for receiving visitors en route. All teachers should plan to visit these cities either on the going or the returning trip. Certainly no one should fail to spend a day or more at Chattanooga and visit Lookout Mountain, Orchard Knob, The National Cemetery, Mission Ridge and the battlefield of Chickamauga.

Local Excursions.—A variety of interesting local excursions in the vicinity of Charleston are assured. The harbor excursions promise to be numerous and especially attractive. The following have already been arranged:

Boats will leave every two hours for Fort Sumter, the Jetties, the Quarantine Station, and Secessionville; fare for the round trip 25 cents.

The Secretary of War has issued a special order to the Adjutant General of the Army to allow members of the N. E. A. convention to land at Fort Sumter and visit the fortifications, subject to such restrictions as may be deemed necessary in the public interest.

Round trip by boat and electric cars to Sullivan's Island and Fort Moultrie, fare 20 cents.

Round trip by boat and electric cars to The Isle of Palms, fare 25 cents.

Frequent trips will be made by railway to Summerville, Pine Forest Inn, and the Tea Farm.

The proprietors of the Phosphate Mines near Charleston, will co-operate with the local committee in entertaining visitors.

A local bulletin containing full information will be issued about May 20th by the local executive committee, and may be obtained on application to Mr. ZIMMERMAN DAVIS, chairman of the Committee on Printing, Charleston, S. C.

TEMPERATURE RECORDS

The temperature at Charleston bids fair to be as delightfully cool as at Los Angeles last summer, owing to the same causes—prevailing sea breezes—while the going route south of the Ohio river will be comfortable as well as interesting, since it is for much of the way among and over the various spurs and mountain ranges of the Alleghany system.

The following official records furnished by the United States Weather Bureau at Washington, will be of interest.

TABLE OF MAXIMUM DAILY TEMPERATURE FOR THE FIRST FIFTEEN DAYS OF JULY, 1899, IN DEGREES, FAHRENHEIT:

	Los Angeles	Denver	Charleston	Boston	Washington
July 1	84	81	79	82	84
2	82	79	80	86	87
3	79	73	78	92	90
4	77	90	87	94	89
5	88	92	87	89	87
6	85	80	86	90	82
7	91	83	87	86	88
8	89	86	87	77	84
9	93	92	82	81	78
10	85	94	83	87	84
11	78	98	78	85	85
12	80	80	84	81	89
13	81	79	87	85	93
14	87	78	93	87	82
15	76	76	89	82	86
Average	83.5	83.6	84.7	85.6	85.9

HOTELS

The NATIONAL EXECUTIVE COMMITTEE and the BOARD OF TRUSTEES will have their headquarters at the CHARLESTON HOTEL, and there, also, will be located many state headquarters. The following numbered rooms have already been engaged: Superintendent of Indian Education, 108, 109, 212; Ohio, 110; New York, 112; Illinois, 118; Minnesota, 114; Michigan, 115; Montana, 116; Wisconsin, 117; Chicago Teachers Federation, 108; Chicago Teachers Club, 187; Kentucky, —; South Carolina, —; Florida, 107; Iowa, 106; Indiana, 111; Kansas, 105; Nebraska, 104. The price of rooms for headquarters is so reasonable that no state need be without such accommodations. State directors are advised to make early engagement of rooms for headquarters, by application to Mr. F. Q. O'NEILL, chairman of Local Committee on Headquarters.

The leading hotels are as follows, all on the American plan unless otherwise indicated:

THE CHARLESTON (Headquarters)—200 rooms, rate per day, \$3.00 and upward; rooms with bath, \$5.00 and upward.

HOTEL CALHOUN—125 rooms, rate per day, one in a room, \$4.00 and upward; two in a room, \$2.50 to \$4.00.

MILLS HOUSE—250 rooms, one in a room, \$3.00 per day; two in a room, \$2.00 per day.

PAVILLION HOTEL—40 rooms, one in a room, \$3.00 per day; two in a room, \$1.50 to \$2.00 per day.

MOSELEY NATIONAL HOTEL—25 rooms, two in a room, \$1.00 per day.

CAROLINA HOUSE—20 rooms, one in a room, \$2.00 per day; two in a room, \$2.00 per day.

SEA-SHORE HOTEL (Isle of Palms)—75 rooms, European plan, one in a room, \$2.00 per day; two in a room, \$1.00 per day.

ATLANTIC BEACH HOTEL (Sullivan's Island)—80 rooms, to be opened June 1st, rates not determined.

Forty boarding houses approved by the Committee on Accommodations, have named rates from 50 cents per day for room only to \$1.00, \$1.50, and \$2.00 per day for board and room.

The Committee on Hotels and Accommodations are now canvassing the city and expect to secure, with the hotels above named, accommodations in boarding houses and private homes for 10,000 guests at very reasonable rates. The committee expect to locate a large proportion of the visitors in the best homes of the city of Charleston.

The National Executive Committee cordially commends the plan for entertaining the visitors in private homes. This will not only secure to them the most comfortable accommodations at reasonable rates but will give opportunities for becoming acquainted with the social life and the characteristic hospitality of a typical southern city. Many citizens who would not ordinarily accept pay for entertainment will turn over the price paid to some selected charity.

The Executive Committee urges with the Local Committee in making early application be made to Mr. Jno. A. Smith, chairman of the Committee on Accomodations, for entertainment in private families.

Important Notice to all Delegates to the Charleston National Educational Association.—Representatives of the Committee of Reception, distinguished by their badges, will meet all incoming trains at Branchville, on the Southern Railway; at Lanes, on the Atlantic Coast Line, and at Yemassee, on the Plant System. They will be prepared to give all necessary information and to aid delegates in finding homes, whether at hotels, boarding houses, or private dwellings.

Delegates are urged to consult these members of the Reception Committee while on the trains, so as to have their homes assigned them before reaching Charleston.

Upon arrival, the delegates will be put in charge of messenger boys, under the supervision of the Reception Committee, who will conduct them to the places selected.

Every effort will be made to furnish suitable accommodations for all delegates.

Signed: {J. ADAMS SMYTH, Chairman, } of Committee
ROBERT P. EVANS, Vice-Chairman, on Reception.

Exhibit of School Appliances.—The lower floor of the Hibernian Hall has been secured for the use of such manufacturers of school appliances as wish to make an exhibit. This hall is near the Charleston Hotel, one door from the Mills House, on the street where many of the department sessions will be held. In the hall above, the Kindergarten Department will hold its meetings. Those wishing table and wall space should communicate with the Chairman of Committee on School Appliances, Superintendent HENRY P. ARCHER, Charleston, S. C.

A Reunion of the graduates of the PEABODY NORMAL COLLEGE at Nashville, Tenn., will be held on Thursday, July 12, at 4 p. m., at the Memminger Normal School building, corner St. Philip and Beaufain streets.

RELIGIOUS EDUCATION CONFERENCE

Under the auspices of the AMERICAN SOCIETY OF RELIGIOUS EDUCATION, a conference in the interest of the aims of that society will be held in Charleston, beginning at noon, Saturday, July 7, and closing at noon Tuesday, July 10.

This society is inter-denominational, and is governed by a Board of Regents, of which Justice JOHN M. HARLAN, of the United States Supreme Court, is president. It has for its object the application of correct educational principles to all phases of religious teaching, and has won the approval and active support of many eminent educators.

Rev. J. H. GILBERT, D.D., of Washington, D. C., secretary of the society, will have charge of all local arrangements and of the program of the sessions, copies of which he will be pleased to mail to all who may desire them.

It is expected that many of the pulpits of Charleston will be occupied on Sunday, July 8, by members of the conference.

It is presumed that many teachers and others will wish to attend the conference, which closes before the opening of the general sessions of the National Educational Association.

THE SCHOOL JOURNAL.

STATE DIRECTORS AND MANAGERS,

For 1899-1900.

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J. H. MILLER—Ed. "Northwestern Monthly" Lincoln, Neb.
FRANK R. DYER—Superintendent of Schools..Wichita, Kans.

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JOHN SWETT—Educational Author.....Martinez, Cal.
J. A. FOSHAY (Mgr. for S. Cal.)—Supt. of Schs...Los Angeles, Cal.

LOCAL ORGANIZATION AT CHARLESTON

LOCAL EXECUTIVE COMMITTEE

W. H. WELCH, Chairman.
J. C. HEMPHILL, Vice-Chairman.
W. K. TATE, Secretary.
JAS. F. REDDING, Treasurer.

MEMBERS

JAMES R. JOHNSON, **J. P. RAFFERTY**, **THEO. POPPEN**, representing the City Council.
T. R. MCGAHAN, **G. E. JOHNSON**, **GEO. B. EDWARDS**, representing the Chamber of Commerce.
W. B. WILSON, **J. D. KOSTER**, **THEODORE MELCHERS**, representing the Merchants' Exchange.
JAS. M. SEIGNIOUS, **E. H. PRINGLE**, **C. F. MIDDLETON**, representing the Cotton Exchange.
H. A. MOLONY, **T. T. HYDE**, **MONTAGUE TRIEST**, **R. P. EVANS**, representing the Young Men's Business League.
JULIAN MITCHELL, **H. BAER**, **C. F. PANKIN**, representing City Board of School Commissioners.
W. H. DUNKIN, **A. TOOMER PORTER**, **D. D. W. M. WHITEHEAD**, representing other School Interests.
SAMUEL LAPHAM, **S. H. WILSON**, **C. S. GADSDEN**, Auditing Committee.

SPECIAL COMMITTEES.

Committee on Finance—**N. S. HILL**, Jr., Chairman.
 Committee on Hotels and Accommodations—**JNO. A. SMITH**, Chu.

Committee on Halls—**W. M. J. STOREN**, Chairman.
 Committee on Reception—**HON. J. ADGER SMYTH**, Chairman.
 Committee on Entertainment—**R. GOODWIN RHETT**, Chairman.
 Committee on Exec. and Registration H'q's—**F. Q. O'NEILL**, Chu.
 Committee on Publicity—**J. C. HEMPHILL**, Chairman.
 Committee on Advance Membership—**W. K. TATE**, Chairman.
 Committee on Railways—**G. B. ALLEN**, Chairman.
 Committee on School Exhibits—**COL. ASBURY COWARD**, Chairman.
 Committee on Exhibit of School Appliances—**H. P. ARCHER**, Chu.
 Committee on Pro'n of State Interests—**HARRISON RANDOLPH**, Chu.
 Committee on Colored Teachers—**A. C. KAUFMAN**, Chairman.
 Committee on Printing and Badges—**ZIMMERMAN DAVIS**, Chairman.
 Committee on Music—**HENRY SCHACHT**, Chairman.
 Committee on Harbor and Local Excursions—**D. L. SINKLER**, Chu.
 Committee on Decorations and Signs—**W. B. WILSON**, Chairman.

In addition to the usual financial and other guarantees the Local Executive Committee have agreed to secure a membership of 5,000 from the South Atlantic and South Central States. It is believed that 5,000 more will attend from the North Atlantic, North Central and Western States.

PROGRAMS

The following programs may be revised before the final edition is issued for use at the Charleston meeting.

GENERAL SESSIONS

The annual meeting of the Board of Directors will occur at 12 m.
 Tuesday, July 10.

All General Sessions will be held in the THOMPSON AUDITORIUM.

TUESDAY AFTERNOON, JULY 10—OPENING SESSION

Meeting called to order by Chairman of the Local Executive Committee, **W. H. WELCH**, Esq., Charleston, S. C.

Prayer. **Music.**

Addresses of Welcome (30 minutes)—

HIS EXCELLENCY MILES B. MCSWERNY, Governor of South Carolina, on behalf of the State.
HON. JOHN J. McMAHAN, state superintendent of public instruction, on behalf of the educational interests of the state.
HON. J. ADGER SMYTH, Mayor of Charleston, on behalf of the municipality.
HENRY P. ARCHER, superintendent of Charleston schools, on behalf of the educational interests of the city.

Responses (30 minutes)—

DR. WM. T. HARRIS, Commissioner of Education of the United States, Washington, D. C.
DR. E. ORAM LYTE, principal of First Pennsylvania State Normal School, Millersville, Pa.
J. W. CARR, superintendent of city schools, Anderson, Ind.
J. A. FOSHAY, superintendent of city schools, Los Angeles, Cal.

Music.

President's Address—(30 minutes)—President **O. T. CORSON**, Columbus, O.

Appointment of Committee on Resolutions.

Active members will meet at their respective state headquarters to select nominees for the general Nominating Committee at 5:30 p. m. Tuesday, July 10.

TUESDAY EVENING, JULY 10

Music.

The Small College.

I. Its Work in the Past—President **W. O. THOMPSON**, Ohio State University, Columbus, O.
 II. Its Prospects—President **W. R. HARPER**, University of Chicago, Chicago, Ill.

WEDNESDAY MORNING, JULY 11

Prayer. **Music.**

Contributions of Religious Organizations to the Cause of Education.

I. By the Baptist Church—President **OSCAR H. COOPER**, Baylor University, Waco, Texas.
 II. By the Methodist Church—Rev. **H. M. DU BOSE**, D. D., general secretary of the Epworth League, M. E. Church, South, Nashville, Tenn.
 III. By the Catholic Church—Dr. **CONDE B. PALLETT**, St. Louis, Mo.

Appointment of Committee on Nominations.

WEDNESDAY EVENING, JULY 11

Music.

Addresses.

L (Subject to be supplied)—**BOOKER T. WASHINGTON**, president of Normal and Industrial Institute, Tuskegee, Ala.

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II. (Subject to be supplied)—President JOSEPH SWAIN, University of Indiana, Bloomington, Ind.

THURSDAY MORNING, JULY 12

Prayer. Music.

The Problem of the Grades.

- I. The Problem of Discipline—Miss GERTRUDE EDMUND, principal of Teachers' Training School, Lowell, Mass.
- II. The Problem of Classification and Promotion—Miss ELIZABETH BUCHANAN, Kansas City, Mo.
- III. The Problem of Instruction—Mrs. ALICE WOODWORTH COOLEY, supervisor of primary grades, Minneapolis, Minn.

The annual meeting of the Active Members for the election of officers and the transaction of other business will be held at the Thompson Auditorium at 12 M., Thursday, July 12.

The meeting of the new Board of Directors will be held at 5:30 p. m., Thursday, July 12.

THURSDAY EVENING, JULY 12

It is expected that the program for this evening will include addresses by President McKinley and others, if the President finds it possible and consistent with the duties of his office to be present.

FRIDAY MORNING, JULY 13

Prayer. Music.

Some Relations of Literature to Education.

- I. The Influence of Poetry on Education from the Basis of Aesthetics—President WM. M. BEARDSHEAR, State College of Agriculture and Mechanic Arts, Ames, Ia.
- II. The Value of English Literature in Ethical Training—By Principal REUBEN POST HALLECK, Boys' High School, Louisville, Ky.
- III. Educational Values in Literature—By DR. MARTIN G. BRUMBAUGH, professor of pedagogy, University of Pennsylvania, Philadelphia, Pa.

FRIDAY EVENING, JULY 13

Music.

Addresses.

- I. What Manner of Child shall this be?—By Hon. G. R. GLENN, state superintendent of public instruction, Atlanta, Ga.
- II. (Subject to be supplied)—Geo. B. COOK, superintendent of city schools, Hot Springs, Ark.

Music.

Report of Committee on Resolutions.

Introduction of President-Elect.

Music—AMERICA, by the Audience.

Benediction. Adjournment.

DEPARTMENT PROGRAMS

THE NATIONAL COUNCIL OF EDUCATION

F. LOUIS SOLDAN, St. Louis, Mo. *President*
ELMER E. BROWN, Berkeley, Cal. *Vice-President*
Miss BETTIE A. DUTTON, Cleveland, O. *Secretary*
NICHOLAS MURRAY BUTLER, New York, N. Y. *Executive Com.*
Miss LUCIA STICKNEY, Cincinnati, O. *Executive Committee*
ELMER E. BROWN, Berkeley, Cal. *Executive Committee*

SATURDAY AFTERNOON, JULY 7

Business meeting.

(Program not completed.)

MONDAY MORNING, JULY 9

Education in Our New Possessions—Race Education.

Invited Speakers—

Dr. ALEXIS EVERETT FRYE, superintendent of schools of Cuba.
Dr. WM. T. HARRIS, commissioner of education of the United States.
President J. G. SCHURMAN, Cornell University, Ithaca, N. Y.
President R. B. FULTON, University of Mississippi, University, Miss.

MONDAY AFTERNOON, JULY 9

Educational Progress During the Year—Professor B. A. HINSDALE, University of Michigan, Ann Arbor, Mich.

TUESDAY MORNING, JULY 10

1. Personal Report of the Chairman of the Committee on a National University—President WM. R. HARPER, Chicago University, Chicago, Ill.
2. Some High School Statistics—J. M. GREENWOOD, superintendent of city schools, Kansas City, Mo.

8. General Culture as a Factor in Professional Training—E. G. BOONE, superintendent of city schools, Cincinnati, O.

FRIDAY AFTERNOON, JULY 13

Business Meeting.

DEPARTMENT OF KINDERGARTEN EDUCATION

Mrs. MARIA KRAUS-BOELTH, New York City *President*
Miss MINNIE MACPEAK, Rock Hill, S. C. *Vice-President*
Miss EVELYN HOLMES, Charleston, S. C. *Secretary*

WEDNESDAY AFTERNOON, JULY 11

1. President's Address—Mrs. MARIA KRAUS-BOELTH, New York city.
2. A Mother's Advice to Kindergartners—Mrs. CLARENCE B. MILENEY, Brooklyn, N. Y.
3. The Need of Kindergartens in the South—PHILANDER P. CLAXTON, professor of pedagogy, State Normal and Industrial School, Greensboro, N. C.
4. The Kindergarten Gifts and Occupations and their Educational Value—Miss HARRIET NIHL, director of the Phoebe A. Hurst Kindergarten Training School, Washington, D. C.

THURSDAY AFTERNOON, JULY 12

1. Froebel's Mother and Cosetting Songs with Practical Illustrations—Miss MARY C. McCULLOCH, supervisor of public school kindergartens, St. Louis, Mo.
2. The Kindergarten and the Primary School in their Relation to the Child and to Each Other—Miss EMMA A. NEWMAN, instructor of First Grade Teachers' Training School, Buffalo, N. Y.
3. The Educational Use of Music for Children under the Age of Seven Years—Miss MARI RUEF HOFER, Chicago, Ill.

The Kindergarten Exhibits will be in charge of Miss EVELYN HOLMES, director of the South Carolina Kindergarten Association Training Class, Charleston, S. C.

DEPARTMENT OF ELEMENTARY EDUCATION

J. W. DINSMORE, Beatrice, Nebr. *President*
Miss BETTIE A. DUTTON, Cleveland, O. *Secretary*

THURSDAY AFTERNOON, JULY 12

Nature Study in the Public Schools.

1. General Presentation—D. LANGE, instructor in Nature Study in Public Schools, St. Paul, Minn.
2. In the Primary Grades—(to be supplied.)
3. The Geographical Phase—Dr. JACQUES W. REDWAY, F. R. G. S., Mt. Vernon, N. Y.

FRIDAY AFTERNOON, JULY 13

1. English in the Grades—Superintendent A. A. REED, Crete, Nebr. Discussion—Mrs. SARA D. JENKINS, Ithaca, N. Y.
2. The Elimination of the Grammar School—OTIS ASHMORE, superintendent of City Schools, Savannah, Ga. Discussion—JOHN R. KIRK, president of State Normal School, Kirksville, Mo.

DEPARTMENT OF SECONDARY EDUCATION

B. W. COY, Cincinnati, O. *President*
G. B. MORRISON, Kansas City, Mo. *Vice-President*
H. L. BOLTWOOD, Evanston, Ill. *Secretary*

WEDNESDAY AFTERNOON, JULY 11

1. To What Extent Should the Pupil in the High School be Allowed to Choose His Studies—Principal WM. J. S. BRYAN, High School, St. Louis, Mo. Discussion opened by A. H. NELSON, Chicago, Ill.
2. How Shall We Teach our Pupils the Correct Use of the English Language—OLIVER S. WESTCOTT, principal of the North Division High School, Chicago, Ill.

THURSDAY AFTERNOON, JULY 12

A joint session of the Higher and Secondary Departments is to be held to consider the report of the Committee on College Entrance Requirements, referred to the meeting this year by the joint session held in Los Angeles in 1899.

DEPARTMENT OF HIGHER EDUCATION

JEROME H. RAYMOND, Morgantown, W. Va. *President*
WM. F. KING, Mt. Vernon, Ia. *Vice-President*
OSCAR J. CRAIG, Missoula, Mont. *Secretary*

WEDNESDAY AFTERNOON, JULY 11

1. The Satisfaction of being a College President—President CHARLES F. THWING, Western Reserve University, Cleve-

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land, O.
 4. Higher Education and the State—President JOSEPH SWAIM, Indiana University, Bloomington, Ind.
 Discussion led by Chancellor J. H. KIRKLAND, Vanderbilt University, Nashville, Tenn.

THURSDAY AFTERNOON, JULY 12

Joint session with Secondary Department for discussion of Report of Committee on College Entrance Requirements. The discussion will be opened by Dr. A. F. NIGHTINGALE, superintendent of high schools, Chicago, Ill., chairman of the committee making the report.

FRIDAY AFTERNOON, JULY 13

1. The Scope and Mission of the Land Grant Colleges in America—President WM. M. BEARDSHEAR, State College of Agriculture and Mechanic Arts, Ames, Iowa.

DEPARTMENT OF NORMAL SCHOOLS

JAMES E. RUSSELL, New York city.....	<i>President</i>
Miss N. CROSEY, Indianapolis, Ind.....	<i>Vice-President</i>
CHARLES B. DYKE, Hampton, Va.....	<i>Secretary</i>

WEDNESDAY AFTERNOON, JULY 11

The Normal School Problems of the South.

1. Training of Teachers for White Schools—CHAS. D. MCIVER, president of State Normal and Industrial College, Greensboro, N. C.
2. Training of Teachers for Negro Schools—Rev. H. B. FRIZZELL, president of Hampton Normal and Agricultural Institute, Hampton, Va.
3. Training of Teachers for Cuba and Puerto Rico—VICTOR S. CLARK, president of Insular Board of Education, Puerto Rico.

Discussion—Hon. G. R. GLENN, commissioner of education, Atlanta, Ga.; BOOKER T. WASHINGTON, president of Tuskegee Normal and Industrial Institute, Tuskegee, Ala.

FRIDAY AFTERNOON, JULY 13

The Training of Teachers for Secondary Schools.

1. Professor G. W. A. LUCKEY, University of Nebraska, Lincoln, Neb.
2. President LIVINGSTON C. LORD, Eastern Illinois State Normal School, Charleston, Ill.
3. Superintendent CHAS. B. GILBERT, city schools, Newark, N. J.

Discussion—JOHN R. KIRK, president State Normal School, Kirksville, Mo.; J. F. MILLSPAUGH, president State Normal School, Winona, Minn.

DEPARTMENT OF MANUAL TRAINING

CHARLES H. KEYES, Hartford, Conn.....	<i>President</i>
CHARLES A. BENNETT, Peoria, Ill.....	<i>Vice-President</i>
L. A. BUCHANAN, Stockton, Cal.....	<i>Secretary</i>

WEDNESDAY AFTERNOON, JULY 11

President's Address—The Relation of Manual Training to Trade Education—CHARLES H. KEYES, supervisor South District Public Schools, Hartford, Conn.

Character, Content, and Purpose of the Course in Manual Training for Elementary Schools.

1. President FRANCIS W. PARKER, Chicago Institute, Chicago, Ill.
2. Professor CHAS. R. RICHARDS, Teachers' College, Columbia University, New York City.
3. GUSTAV LARSEN, principal of North Bennett Street Training School, Boston, Mass.

THURSDAY AFTERNOON, JULY 12

High School Courses in Manual Training.

1. J. H. VAN SICKLE, superintendent of schools, North Side, Denver, Colo.
2. CHARLES B. HOWE, principal of Manual Training Department, High School, Hartford, Conn.
3. B. A. LENFEST, principal of Manual Training High School, Waltham, Mass.

DEPARTMENT OF ART EDUCATION

MISS FRANCES E. RANSOM, New York city.....	<i>President</i>
HENRY T. ARDLEY, Berkeley, Cal.....	<i>Vice-President</i>
MISS MARY A. WOODMANSEE, Dayton, O.....	<i>Secretary</i>
WILLIAM A. MASON, Philadelphia, Pa.....	<i>Executive Committee</i>

WEDNESDAY AFTERNOON, JULY 11

1. President's Address—MISS FRANCES E. RANSOM, director of Drawing, New York Training School for Teachers.
2. Art in Everything—FRANCIS W. PARKER, president of Chicago Institute, Chicago, Ill.

Discussion by MISS KATHERINE KOPMAN, Louisiana Art Teach-

ers' Association, Newcomb College, New Orleans, La.
 3. Picture Study, Its Relation to Culture and General Education—MISS ESTELLE POTTER, assistant supervisor of drawing, Boston, Mass.
 Discussion by FRED J. ORR, supervisor of drawing, Athens, Ga., and by MISS GERTRUDE M. EDMUND, Lowell, Mass.

THURSDAY AFTERNOON, JULY 12

1. Relative Value of Pencil Drawing and Water Color Work in Public Art Instruction—MISS BONNIE SNOW, supervisor of drawing, Minneapolis, Minn.
 Discussion by JOHN S. ANKENY, supervisor of drawing, Kansas City, Mo.
2. The Relation of Nature Study to Drawing in the Public Schools—JAMES M. STONE, supervisor of drawing, Worcester, Mass.

DEPARTMENT OF MUSIC EDUCATION

HERBERT GRIGGS, Denver, Colo.....	<i>President</i>
MISS GERTRUDE B. PARSONS, Los Angeles, Cal.....	<i>Vice-President</i>
MRS. CONSTANCE B. SMITH, Jacksonville, Ill.....	<i>Secretary</i>

WEDNESDAY AFTERNOON, JULY 11

1. Common Sense as an Aid to the School Music Supervisor—STERRIE A. WEAVER, Westfield, Mass.
2. Paper—(to be supplied.)
3. Paper—(to be supplied.)

THURSDAY AFTERNOON, JULY 12

1. What Music Should be Taught in the First, Second and Third Grades—MISS ANNIE M. ALLEN, Peoria, Ill.
2. Should the Study of Music in Public Schools be Taught from the Song to the Exercise?
 Discussion. Affirmative—C. H. CONGDON, Chicago, Ill.
 Negative—(to be supplied.)

Music for this section will be furnished by Mrs. C. E. OLIVER, Houston, Texas (violin soloist), and by Charleston local talent.

DEPARTMENT OF BUSINESS EDUCATION

CARL C. MARSHALL, Battle Creek, Mich.....	<i>President</i>
M. B. WICKS, Philadelphia, Pa.....	<i>Vice-President</i>
I. O. CRISSEY, Albany, N. Y.....	<i>Secretary</i>
WILLIAM C. STEVENSON, Emporia, Kan.....	<i>Ch. of Executive Com.</i>

THURSDAY AFTERNOON, JULY 12

1. Addresses of welcome—Professor A. L. STOKES, principal of Richmond's Business College, Charleston, S. C., on behalf of the business schools of the South. JAMES M. SEIGNIOUS, Charleston, S. C., representing the business men of Charleston.
2. Response and President's Address—CARL C. MARSHALL, editor of *Learning by Doing*, Battle Creek, Mich.
3. The Content and Educational Value of a Course for a Secondary School of Commerce—Dr. CHEBESMAN A. HERRICK, Department of Commerce, Central High School, Philadelphia, Pa.
4. Should Our Colleges and Universities Educate Men Especially for Business?—WOODFORD D. ANDERSON, Department of Commerce, University of South Dakota, Vermillion, S. D.
5. The Commercial High School Course—WILLIAM E. DOGGETT, Commercial High School, Brooklyn, N. Y.
 Discussion led by ALLAN DAVIS, Business High School, Washington, D. C.
6. Profitable Publicity; a Study of Advertising as Applied to Business Colleges—WILLARD J. WHEELER, president of Birmingham Business College, Birmingham, Ala.
 Discussion led by G. M. SMITHDEAL, president of Business College, Richmond, Va.

FRIDAY AFTERNOON, JULY 13

1. The Commercial High School a Legitimate Part of the University—D. M. WILLIS, Commercial School, West Virginia University, Morgantown, W. Va.
2. The Advantages and Difficulties of Introducing the Commercial Branches in Grammar and High Schools—Dr. H. M. ROWE, Baltimore, Md.
 Discussion led by M. B. WICKS, Eastburn Academy, Philadelphia, Pa.
3. Essentials of Modern Business Penmanship—F. L. HAEBERLE, Polytechnic Institute, Brooklyn, N. Y.
 Discussion led by W. W. FRY, Business Department of John B. Stetson, University of Deland, Fla.
4. School and Business Arithmetic; their Limitations and Improvements—EDWARD W. STITT, principal Public School No 89, New York city, N. Y.

DEPARTMENT OF CHILD STUDY

FREDERIC L. BURK, San Francisco, Cal.....	<i>President</i>
THOMAS P. BAILEY, Jr., Berkeley, Cal.....	<i>Vice-President</i>
MISS CELESTIA S. PARRISH, Lynchburg, Va.....	<i>Secretary</i>

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WEDNESDAY AFTERNOON, JULY 11

1. President's Address—Acting President THOMAS P. BAILEY, Jr., associate Professor of Education, University of California, Berkeley, Cal.
2. A Criticism on Herbart's Psychology as a Basis for Pedagogy—Miss MARGARET SCHALLENBERGER, Cornell University, Ithaca, N. Y.
3. Is there a Nationality Problem in our Schools?—Miss MARION BROWN, principal of City Normal School, New Orleans, La.

THURSDAY AFTERNOON, JULY 12

1. Paper (subject to be supplied)—Professor EARL BARNES, London, England.
2. A Study in Musical Interpretations—H. E. KRATZ, superintendent of schools, Sioux City, Iowa.

DEPARTMENT OF PHYSICAL EDUCATION.

GEORGE W. FRITZ, Boston, Mass.....President
W. O. KROHN, Hospital, Ill.....First Vice-President
Miss ELLEN LE GARDE, Providence, R. I.....Second Vice-President
Miss MABEL PRAY, Toledo, O.....Secretary

THURSDAY AFTERNOON, JULY 12

1. The Place of Physical Education in an Organic System of Education—(To be supplied.)
2. An Exhibition of Gymnastic School Work.

FRIDAY AFTERNOON, JULY 13

1. German Contributions to School Gymnastics—C. F. E. SCHULZ.
2. Swedish Contributions to School Gymnastics—(To be supplied.)

DEPARTMENT OF SCIENCE INSTRUCTION

GEORGE MANN RICHARDSON, Stanford Univ., Cal.....President
CHARLES WILLIAM DABNEY, Knoxville, Tenn.....Vice-President
CHARLES B. WILSON, Westfield, Mass., Secy. and Acting President

THURSDAY AFTERNOON, JULY 12

Nature Study and the Biological Sciences.

1. President's Address—How can the Relation Between Advanced Science in the College and University and Nature Study in the Graded Schools be Rendered More Mutually Helpful? Acting President CHARLES B. WILSON, department of Natural Science, State Normal School, Westfield, Mass.
2. For the College and University—(to be supplied.)
3. For Graded Schools—Miss KATHERINE E. DOLBEAR, supervisor of Science Instruction, Holyoke, Mass.
4. For Normal Schools—(to be supplied.)

FRIDAY AFTERNOON, JULY 13

Physics and Chemistry.

1. Address—(Subject to be supplied)—H. C. WHITE, professor of Chemistry, University of Georgia, Athens, Ga.
2. Address—(Subject to be supplied)—JOHN DANIEL, professor of Physics, Vanderbilt University, Nashville, Tenn.
3. Chemistry in the Schools—F. P. VENABLE, professor of Chemistry, University of North Carolina, Chapel Hill, N. C.

DEPARTMENT OF SCHOOL ADMINISTRATION

EDWARD E. BARTHELL, Nashville, Tenn.....President
THOMAS M. GAFNEY, Syracuse, N. Y.....First Vice-President
WILLIAM F. BRADY, Ishpeming, Mich.....Second Vice-President
WILLIAM GEORGE BRUCE, Milwaukee, Wis.....Secretary
CHARLES CASSATT DAVIS, Los Angeles Cal., Chairman Exec. Com.

THURSDAY AFTERNOON, JULY 12

1. Address of Welcome—Hon. CHARLES H. SIMONTON, president Board of Education, Charleston, S. C.
2. Response by President EDWARD E. BARTHELL, member of Board of Education of Nashville, Tenn.
3. School House Architecture—C. H. PARSONS, Des Moines, Ia.
4. One Man Power in School Administration—GRAHAM HARRIS, president of Board of Education, Chicago.
5. School Administration Problems in the South—ISRAEL H. PERES, president of Board of Education, Memphis, Tenn.

FRIDAY AFTERNOON, JULY 13

1. The Relation between Board and Teachers—Dr. W. A. HUNT, ex-president of Board of Education, Northfield, Minn.
2. Manual Training—C. M. WOODWARD, president of Board of Education, St. Louis, Mo.
3. Teachers' Salaries—How Graded—Judge R. L. YEAGER, president of School Board, Kansas City, Mo.
4. School Board Organization—Hon. HOKE SMITH, president of Board of Education, Atlanta, Ga.

LIBRARY DEPARTMENT

SHERMAN WILLIAMS, Glens Falls, N. Y.....President
Mrs. HARRIET CHILD WADEIGH, Los Angeles, Cal. Vice-President
Miss MARY HELEN AHERN, Chicago, Ill.....Secretary

WEDNESDAY AFTERNOON, JULY 11

1. How to Direct Children's Reading—Miss MAX E. SCHREIBER, supervisor of public school library system, Madison, Wis.

Discussion.

FRIDAY AFTERNOON JULY 13

1. The Greater School, or the School Plus the Library Greater than Either—H. L. ELMENDORF, superintendent of Public Library, Buffalo, N. Y.
2. Library Extension with Special Reference to the Traveling Library Movement—Mrs. EUGENE B. HEARD, Middle-town, Ga.

Discussion.

DEPARTMENT OF EDUCATION FOR DEAF, BLIND AND FEEBLE-MINDED

WARRING WILKINSON, Berkeley, Cal.....President
MISS MARY MCCOWEN, Chicago, Ill., Vice Pres., Sub-Dept. for Deaf
EDWARD B. ALLEN, Overbrook, Pa., Vice Pres., Sub-Dept. for Blind
MISS MARGARET BANCROFT, Haddonfield, N. J.....
.....Vice President, Sub-Department for the Feeble-Minded

Sub-Department for the Deaf.

WEDNESDAY AFTERNOON, JULY 11

MISS MARY MCCOWEN, Chicago, Ill.....Chairman

1. President's Address—WARRING WILKINSON, superintendent of State Institution for the Deaf, Berkeley, Cal.
2. The Growth and Development of Southern Schools for the Deaf—J. R. DOBYNS, superintendent of Institution for the Deaf, Jackson, Miss.
3. Discussion—N. F. WALKER, superintendent of Institution for the Deaf, Spartanburg, S. C.
4. The State of the Case—Miss MARY S. GARRETT, principal of Home for the Training in Speech of Deaf Children before they are of School Age, Philadelphia.
5. Recent Changes of Method in the Pennsylvania Institution for the Deaf—A. L. E. CROUTER, superintendent of Institution for the Deaf, Mt. Airy, Pa.
6. Statistics for Speech Teaching in American Schools—F. W. BOOTH, editor, *The Association Review*.

Discussion—Z. F. WESTERVELT, superintendent of Western N. Y. Institution for Deaf, Rochester.

7. Day Schools for the Deaf, the Logical Outcome of Educational Progress—MARION FOSTER WASHBURN, Chicago Institute of Education, Chicago, Ill.

Discussion—W. C. MARTINDALE, superintendent of schools, Detroit, Mich., J. A. FOSHAY, superintendent of schools, Los Angeles, Cal.

Sub-Department for the Blind.

THURSDAY AFTERNOON, JULY 12

EDWARD E. ALLEN, Overbrook, Pa.....Chairman

1. The Lesson to be Learned by the General Teacher from Experience in Teaching Arithmetic to the Blind—By Superintendent FRANK H. HALL, Institute for the Blind, Jacksonville, Ill.
2. A Sketch of the Conceptions Entertained by the Better Professional Thought of the Day Concerning the Function of Schools for the Blind—Superintendent DUDLEY WILLIAMS, Academy for the Blind, Macon, Ga.
3. The Higher Education of the Blind—J. E. SWARINGEN, Institution for the Deaf and Blind, Cedar Springs, S. C.

Sub-Department for the Feeble-Minded.

FRIDAY AFTERNOON, JULY 13

MISS MARGARET BANCROFT, Haddonfield, N. J.....Chairman

1. Introductory Address—Miss MARGARET BANCROFT, principal of Haddonfield Training School, Haddonfield, N. J.
2. Is the Training of the Idiot an Extravagance?—MISS MARY J. DUNLAP, superintendent of New Jersey Institution for Feeble-Minded Women, Vineland, N. J.
3. What Treatment shall be Accorded a Dull or Feeble-Minded Child in the Public Schools?—H. M. HSEDDEN, Baltimore, Md.

DEPARTMENT OF INDIAN EDUCATION

Major R. H. PRATT, Carlisle, Pa.....President
Dr. MERRILL E. GATES, Washington, D. C.....Vice-President
EDGAR E. ALLEN, Albuquerque, N. M.....Secretary

This department will hold an extended institute of inspectors, supervisors, agents, superintendents and teachers in the service of the government department for Indian education, extending as per the following program from July 5-18, with recesses to avoid conflict with important sessions of the general association.

Discussions at all sessions of the Department will be upon topics furnished by prominent Indian School workers in the United States, who will suggest the needs of their respective localities.

THURSDAY MORNING, JULY 5

Prayer. Music.

Addresses of Welcome.

Hon. J. ADGER SMYTH, Mayor of Charleston, S. C.
Hon. J. J. McMAHAN, state superintendent of public instruction, of South Carolina.

Music.

HENRY P. ARCHER, superintendent of city public schools, Charleston, S. C.
W. K. TATE, principal of Memminger Normal School, Charleston, S. C.

THE SCHOOL JOURNAL.

IRWIN SHEPARD, secretary, National Educational Association, Winona, Minn.

Music.

Responses.

- Hon. W. A. JONES, commissioner of Indian Affairs, Washington, D. C.
- Hon. A. C. TONNEE, assistant commissioner of Indian Affairs, Washington, D. C.
- Dr. MERRILL E. GATES (conditional), secretary, board of Indian Commissioners, Washington, D. C.

Music.

- Major R. H. PRATT, president of Department of Indian Education, Carlisle, Pa.
- Dr. H. B. FRISSELL, principal of Hampton Institute, Hampton, Va.
- Hon. H. B. PEARS, superintendent of Haskell Institute, Lawrence, Kansas.
- Miss ESTELLE REEL, superintendent of Indian Schools, Washington, D. C.

THURSDAY AFTERNOON, JULY 5

Music.

1. Opening Address—Major R. H. PRATT, Carlisle, Pa.
2. What is the Relation of the Indian of the Present Decade to the Indian of the Future? Discussion opened by Dr. H. B. FRISSELL, Hampton, Va.
3. What Should be the Percentage of Indian Blood to Entitle Pupils to the Rights of Government Schools? Discussion opened by Hon. H. B. PEARS, Haskell Institute.
4. Domestic Science (1)—Mrs. LILLIE MCCOY, Washington, D. C.
5. More Systematic Training Along Industrial Lines.
- Papers—Mrs. CORA M. DUNN, Rainy Mountain School, Okla.; Miss Kate E. HUNT, Haskell Institute, Kans.; and Mrs. LYDIA HUNT WRIGHT, superintendent of San Carlos School, Ariz.
- Discussion opened by Mrs. MARY C. WILLIAMS, superintendent Shawnee Indian school, Oklahoma.

THURSDAY EVENING, JULY 5

Lecture.

(Subject to be supplied.) Dr. H. B. FRISSELL, Hampton, Va.

FRIDAY MORNING, JULY 6

Prayer.

Music.

1. Opening Address—President CHARLES F. MESERVE, Raleigh, N. C.
2. Address—(subject to be supplied), Miss SYBIL CARTER, Great River, L. I.
3. Sanitary Conditions. Discussion led by Dr. J. G. BULLOCH, Cheyenne Agency, S. D.
4. Compulsory Education. Discussion led by Major R. H. PRATT, Carlisle, Pa.
5. Since the Condition of the Indian of the Future will Depend upon the Advancement of the Mothers and Sisters, More Industrial Training and Less Literary Cramming is Urged for Our Girls.
- General Discussion.

FRIDAY AFTERNOON, JULY 6

Music.

1. Opening Address—Hon. H. B. PEARS, Haskell Institute, Kansas.
2. The Difference Between Manual and Industrial Training. Discussion led by Mr. H. H. JOHNSON, superintendent of Otoe School, Oklahoma.
3. Domestic Science (2)—Mrs. LILLIE MCCOY, Washington, D. C.
4. The Indian Kindergarten—Miss BLANCHE FINLAY, Hampton, Va.
5. Practical Methods in Indian Education—Mr. JOHN SEGER, Colony, Oklahoma. Discussion opened by Mr. S. M. McCOWAN, Phoenix, Ariz.
6. The Health of the Indian—Dr. C. C. WAINWRIGHT, San Jacinto, Cal.

FRIDAY EVENING, JULY 6

Lecture.

(Subject to be supplied.) Dr. MERRILL E. GATES. (Conditional.)

MONDAY MORNING, JULY 9

Prayer.

Music.

1. The Training of Teachers for Indian Schools—Mr. CHARLES BARTLETT DYKE, Hampton, Va.
2. How can sociable and pleasant relations be best maintained among employees, to the end that all work together to accomplish the greatest good? Discussion opened by Mr. THOMAS W. POTTER, Salem School, Oregon.
3. Address—(subject to be supplied.) Hon. CHAS. R. SKINNER, state superintendent of public instruction, New York.
4. How to Secure Regular Attendance in Indian Schools where Attendance is not Compulsory. Discussion opened by Hon. H. B. PEARS, Haskell Institute, Kansas.
5. Number and Form Work—Miss MARY GRIFFITH RICHARDS, Haskell Institute, Kan.
6. (Subject to be supplied)—Miss M. J. SHERMAN, Hampton, Va.

MONDAY AFTERNOON, JULY 9

Music.

1. Opening Address—Dr. A. E. WINSHIP, Boston, Mass.
2. Are Indian Schools Reaching the Proper Standard in the Work of Character Building? Discussion conducted by President CHARLES F. MESERVE, Raleigh, N. C.
3. Domestic Science (3)—Mrs. LILLIE MCCOY, Washington, D. C.
4. Agriculture in Indian Schools—Mr. C. L. GOODRICH, Hampton, Va. Discussion by Mr. THOMAS W. POTTER, Salem School.
5. Reading, Number, and Chart Work—Miss LIZZIE E. WORCESTER, Topeka, Kans.

MONDAY EVENING, JULY 9

Concert.

CARLISLE INDIAN BAND.

TUESDAY MORNING, JULY 10

Prayer.

Music.

1. Opening Address—Dr. H. B. FRISSELL, Hampton, Va.
2. Rapid Improvement in Literary Work of Indian Children who have had Industrial Training. Discussion opened by Mr. O. H. BARKELESS, and Mr. C. B. DYKE.
3. Drawing—Miss RUTH GOULD, New York city.
4. Physical Culture—Miss ERMA BRENNEMAN, Quapaw, Ind. Ter.
5. History and Character Building—Miss CARRIE E. WEEKLEY, Carlisle, Pa.
6. Music—Miss ESTELLE CARPENTER, San Francisco, Cal.

FRIDAY MORNING, JULY 13

Prayer.

Music.

1. Paper—(Subject to be supplied.) Mrs. JESSIE W. COOK, Carlisle, Pa.
2. Domestic Science (4)—Mrs. LILLIE MCCOY, Washington, D. C.
3. Music—Miss ESTELLE CARPENTER, San Francisco, Cal.
4. How Best to Provide for the Education of Full-Blood Children in Sparsely Settled Communities. Discussion.
5. Closing Addresses—Dr. H. B. FRISSELL, Major R. H. PRATT, Mr. THOMAS W. POTTER, Miss ESTELLE REEL.

Adjournment.

Tuesday afternoon, Wednesday and Thursday, and Friday afternoon, members of the Department of Indian Education will expect to attend the sessions of other departments of the National Educational Association.

The Executive Committee are pleased to report that the general and increasing interest in the Charleston meeting promises a large attendance and a successful convention.

It is confidently believed that all the anticipated results of the meeting, suggested in Bulletin No. 1, will be fully realized and that they will be shared alike by the visiting teachers of the North and West as well as of the South.

It is gratifying to recognize the generous endorsement of the plans for this meeting which is given not only by the Educational Journals but by the Press of the entire country.

By reference to the list of the optional and variable routes and the table of rates printed in this bulletin, it will be seen that there have been granted for the Charleston meeting more generous rates and choice of routes than have ever been offered for any meeting in the East. No such opportunity was ever before offered for visiting so many of the most interesting points of the South on a single trip and at so low a rate; while it is also made possible to reach the North Atlantic coast resorts at slight additional expense.

It is probable that practically all the southern cities en route will arrange to receive the teachers and their friends and will make their visits at the various points pleasant and memorable.

Active members and others receiving this bulletin are requested to send to the Secretary mailing lists of associates or others who may be interested in the Charleston meeting. Copies will be sent for personal distribution if desired.

Postal card application should be made at once to MR. ZIMMERMAN DAVIS, chairman of Committee on Printing, Charleston, S. C., for copies of the Local Bulletin of Information which will be ready for mailing about May 20.

The various Railroad and Steamship Companies named above will send valuable matter in response to postal card requests.

General correspondence with the Local Committees should be addressed to the respective chairmen or to PROFESSOR W. K. TATE, secretary, Local Executive Committee, Charleston, S. C.

OSCAR T. CORSON, President,
IRWIN SHEPARD, Secretary, Columbus, Ohio.
Winona, Minn.

clearer understanding of the aims, the nature, the fitness, and the efficiency of the instruction.

All this calls for patience, study, comparisons of experience, improved teaching qualifications and what not; and when the best possible work has been done by the schools, it must still, like the work of the church, of the press, of the reform club, of any agency for establishing the feet of people in the right way, fall short of any ideals that are worth having, and so must continue to be exposed to adverse criticism and even condemnation.

Dr. Skinner's Report.

State Supt Skinner says, in his annual report just published, that there is an increased demand for better teachers—teachers possessing not only scholarship, but also professional training. There are fewer children out of school. School buildings and grounds have grown more attractive under the influence of better care.

The report gives a compendious account of friction between the board of regents and the department of public instruction. The point of contact is in the academic departments of the union schools and the high schools which are partly administered by the regents and partly by the department. These institutions are about 550 in number with not more than 2,000 teachers and 75,000 pupils. In the 11,000 schools that are below academic grade, in which there are more than 25,000 teachers and 1,000,000 pupils there is no evidence of disturbance.

Of the number of remedies that have been proposed, Supt. Skinner prefers that which should draw a sharp, dividing line between the work of the university and that of the state superintendent. This suggestion was approved by the board of regents at a meeting held in March 1898, when it was agreed that it would be for the best interests of the state if everything pertaining to high school, academic, higher and home education, including libraries and museums, should be under exclusive supervision of the university, while the kindergarten, primary, and grammar schools, normal schools, training classes for teachers and everything pertaining to the elementary and common schools should be as exclusively under the state superintendent. An alternative method for resolving the difficulty is unification of the functions of the regents and the department. This was suggested in a resolution adopted by the board of regents in February, 1898. It contemplated among other things, the selection of the head of the department by the regents and the inclusion of the department within the board in an independent capacity. In his report rendered March, 1899 Supt. Skinner urged the adoption of the line of demarcation plan, with the creation of an office of commissioner of education. This suggestion the board of regents stigmatized as contemplating a situation which would be infinitely worse than present conditions.

Subsequently the governor appointed an advisory committee which reported in favor of unification with a chief executive who was to be under the supervision of the regents.

The committee appended a number of suggestions to their report, among them the following:

That a state department of education should be established which should include the university and school.

That its chief executive should be a chancellor to be appointed by the governor, but succeed at the end of his term by an appointee of the regents.

That five bureaus should be established, viz.:

A bureau of public instruction for the control of all public schools up to and including secondary; a bureau of higher education for libraries and museums. A bureau of law, and a bureau of administration and finance.

That at the head of each of these bureaus there should be a director appointed by the chancellor with the approval of the regents.

That the state superintendent then in office should be

the director of the bureau of public instruction.

That the regents should have the administration of all that pertains to the university, libraries, home education, etc., but should exercise their functions, as far as possible, thru the bureaus. A bill embodying these views was submitted to the legislature with the hearty approval of the regents. It has not yet come up for final decision.

As regards the examination of teachers Supt. Skinner notes the tendency thruout the various cities of the state to voluntarily delegate the power of examining and licensing to the department of public instruction. He is of opinion that the whole matter would be simplified by an act providing that the teachers in all cities of the state shall be examined and licensed under uniform rules prescribed by the state department of public instruction.

During the twelve years in which the uniform system of examinations has been in operation it has been the aim to reduce the number of examinations. The superintendent believes that it would be wise to abolish all special questions for second and third grades and to base all examinations on the standard now required for certificates of the first grade. The same subjects will be required for certificates of the third grade that are required under the present rules, but candidates who receive a third grade certificate will be exempt from further examination in third grade subjects and will be entitled to receive a certificate of the second grade on passing an examination in the additional subjects required for that grade. The same subjects will be required for a certificate of the second grade that are now required, and upon receiving such certificate candidates will be exempt from further examination on second grade subjects and will be entitled to a certificate of the first grade on passing an examination in the additional subjects required for that grade.

A general demand is noticed for special qualifications for high school teachers.

Supt. Skinner believes that it is sufficient that the high school teacher should exhibit general qualifications on elementary subjects, and special qualifications on those subjects which he is called upon to teach.

Concerning the normal schools, the superintendent sees a marked improvement. The standard of qualification for admission has been advanced and will balance courses of study adopted. He believes that the state is not in need of additional normal schools, but that the institutions now existing should be perfected.

The establishment of a state college of pedagogy is strongly recommended. It should be in connection with Cornell university. The superintendent recommends that legislation be enacted providing for a course of study for elementary schools formulated by the department.

He would enlarge the scope of the high school and make it absolutely free to all pupils, providing by state aid for advantages now secured by payment of tuition.

Power should be given to the state superintendent to annul and consolidate school districts.

Sanitary considerations demand the substitution of free for loaned text-books.

Educational qualifications should be required from school commissioners.

The educational charter of greater New York needs a thoro revision.

The report closes with a few remarks on the two fundamental views taken of education, the one that it should be purely utilitarian; the object being to qualify the pupil specifically for the business of life; the other that it should be disciplinary, aiming at the improvement of mind irrespective of trades and commercial pursuits. Supt. Skinner inclines toward the utilitarian view. He believes that the state should encourage broader training on scientific and technical lines, and that courses adapted to training men in the practical affairs of life should be multiplied. He speaks in the highest terms of the proposition of Columbia university to establish a commercial and technical course.

The Busy World.

Roberts Master of the Situation.

Gen. Roberts has been doing some wonderful work in South Africa during the past few days. Altho the Vaal river was crossed not more than a week or ten days ago his forces were pushed ahead with such rapidity that Johannesburg surrendered almost with a struggle. The Boers' threat to blow up that place and the mines, it is said, was never intended to be carried out.

The advanced columns pushed on, and on May 30 had arrived within a two hours' march of Pretoria. Practically no opposition was encountered here, where a bloody battle was thought to be inevitable.

President Kruger hastily took a train on the Delagoa bay railroad, and it is reported that he will sail from Lorenzo Marques for Holland. The 4,259 prisoners in Pretoria have been set free and will add a full brigade to Gen. Roberts' army.

Altho the Boer forces are dissolving, Roberts, apparently, has not yet taken any considerable quantities of artillery, arms, and stores. Large bodies of Boers must be somewhere in the field.

Buller is bombarding Laing's Nek and Hunter, in the west, has arrived at Geysdorp, about fifty miles northeast of Vryburg.

A proclamation was lately issued by Gen. Roberts annexing the Orange Free State to the British empire. It will be known as the Orange River State. The Transvaal will undoubtedly share the same fate, as Lord Salisbury has said that affairs must be so arranged as to make another war like this impossible.

Cuban Post-Office Reforms.

Mr. Bristow, fourth assistant postmaster-general, is at work on the reorganization of the Cuban post-office system. One of the changes is the union of the money order and registry systems under one chief, thus effecting a considerable reduction in expenses. Another is the abolition of the bureau of finance. A United States marshal has closed the printing establishment of Charles F. W. Neely at Muncie, Ind. The government is seeking to recover from his interest in it as much as possible of the money stolen by him. The matter will be heard in the federal courts.

Antietam Monument Dedicated.

Memorial day was observed in every city and village and hamlet in the land, but there was no more touching observance than that on the battlefield of Antietam. President McKinley and most of the members of his cabinet, many United States senators and representatives, the governor of Maryland, and prominent men from all parts of the country were present at the dedication of a monument to the Federal and Confederate dead who fell in that bloody battle.

Col. B. T. Taylor, president of the Antietam Battlefield Commission of Maryland, presented the monument to the national government and Elihu Root, secretary of war, accepted it on behalf of the United States. In his address, Secretary Root told of an act of bravery of Commissary Sergeant William McKinley, in getting food to an Ohio regiment, in that battle, that won him a commission. Mr. McKinley also made a speech in which he expressed his pleasure in meeting there the followers of Lee and Jackson and Longstreet and Johnston, in friendly relations with the followers of Grant and McClellan and Sherman and Sheridan.

The German Meat Bill.

There is much comment in Berlin on the bill lately introduced in the United States house of representatives to impose and collect an additional duty of ten cent. on all imports from Germany in case the German meat in-

spection bill is passed. The British ambassador has informed the German government that the bill will injure Australian export business. The bill will not go into effect until October 5, and Chicago packers expect that it will be modified before that time.

"Boxers" Make More Trouble.

Another outbreak of the organization known as the "Boxers" has occurred near Peking and heavy fighting has taken place between the imperial troops and the rebels. An edict has been issued by the Chinese government prohibiting the "Boxers" organization under penalty of death.

Some Belgians that were besieged are now reported safe. Nevertheless American, British, Japanese, German, Italian, Russian, and French troops have been landed to protect their respective legations at Peking.

Great anxiety is felt as to the behavior of the Chinese troops most of whom sympathize with the movement to drive out the foreigners, who are regarded as gradually absorbing China. This foreign feeling has been lately shown by the destruction of a portion of the Imperial railway.

Digging up a Big Mammal.

The bones of a great mammal of an early age were recently unearthed near Atlantic City. Scientists say that the animal to which they belonged was not less than one hundred feet in length. The three bones so far recovered are each thirteen inches long, forty inches in circumference, and weighs forty pounds apiece. They are supposed to be a part of the animal's vertebrae. The party have located about fifty feet of the backbone.

Dewey Loses the Bounty Suit.

The United States supreme court, has decided that Admiral Dewey and his men are only entitled to half the bounty claimed by them for destroying the Spanish fleet in Manila bay. The decision turned entirely upon the point that the statute in giving bounty according to whether the enemy was superior or inferior to our forces specified only the vessels of the enemy, without reference to other obstacles to be overcome.

The admiral claimed that the enemy, including the ships and land batteries, were stronger than the attacking fleet. While this is true the court could not take the fact into consideration because the law says the bounty shall be awarded only with reference to the strength of the enemy's ships.

The original claim of Admiral Dewey and his men was for \$400,000. The court of claims reduced it to \$200,000, and the supreme court sustains that decision.

The Total Eclipse of the Sun.

On May 28 an eclipse of the sun occurred, which was observed by scientists from all parts of the world. The path of totality began in the Pacific ocean just west of Mexico, and entered the United States near New Orleans, proceeding in a northwesterly direction until it left the continent close to Norfolk, Va. Then it crossed the Atlantic, touched Portugal, and afterward passed across northern Africa, leaving the earth finally near the northern end of the Red sea.

The eclipse was visible throughout North America, Europe, and Africa, but was total in the United States only in some parts of Louisiana, Alabama, Georgia, North Carolina, South Carolina, and Virginia.

It has been eleven years since a similar event was witnessed, but the advancement of astronomical science and the marvelous improvements in telescopes, photography, and electrical apparatus insured more complete observations than ever before known. Some time will elapse before the result of the observations are known. It may be stated, however, that the eclipse was viewed under the most favorable conditions, as the weather was clear in all the Southern states where observation stations were established.

Letters.

The Philosophy of Education.

The report given in THE JOURNAL of May 5 of the remarks made in the Educational Council interested me very much ; I always read those reports as they present the views of men entitled to be heard. The views presented by each speaker were not his total beliefs, but certain aspects of his educational conclusions. I was struck with the position taken by Supt. Young, of New Rochelle, because he occupies a strong position among the superintendents. The words are : "Teachers possessing large hearts and good common sense are wanted rather than those coated over with theories."

There certainly are many superintendents who have very little faith in the teacher who claims to have a theory ; but does not the one with a large heart and good sense have a theory ? Take the case of Pestalozzi : he had a large heart and good sense (as far as understanding the needs of youth) and he was astoundingly successful ; teachers came from Germany, France, England, and other countries, and were not satisfied to see what he did, they wanted an explanation—a theory. So in the case of Froebel ; only it is to be regretted he could not put his theory into clearer language. So with David P. Page, the most remarkable teacher in New England, according to Horace Mann ; it became necessary that he should tell *how* to educate and *why* a certain course should be pursued when he became principal of the Albany normal school, and the result was that admirable book, "The Theory and Practice of Teaching."

And then, again, when the work done by Col. F. W. Parker was witnessed by teachers from many towns and cities, there was a widespread request that he should give his "theory" as we may call it, and the result was those lectures at Marthas Vineyard which in a book form are entitled "Talks on Teaching ;" and which has done more to terminate the oppressive routinism that prevailed in the schools than any one other means. So that we must conclude that a theory is necessary ; teachers with large hearts, good common sense, and good theories are what is needed.

The position taken by Supt. Young needs a little explanation. There are men and women who have considerable aptitude with books ; they have learned arithmetic out of the book, geography out of the book, and they try to learn teaching out of the book. A principal of a school in this city wanted a teacher, and one who had passed an examination and got ninety per cent. was sent to him, but he made an utter failure in the school-room. He had the "profound scholarship" Prof. Muensterberg declares to be the prime qualification, but he lacked the good common sense Supt. Young declares to be the eminent need. I suspect he was "coated over with theories ;" in fact, I believe his book knowledge was merely a coating and had never struck in deep.

The state of New York expends about half a million of dollars annually on its normal schools ; that in the antenormal school period the teachers must have had large hearts and good common sense all will admit ; why does the state expend its money in this new direction ? It must be that the effort to expound the theory of teaching in its first normal school was successful ; in its second school (Oswego) theory occupied a prominent place, as all know. In short, a knowledge of the theory of education is an important part of a teacher's equipment.

The element Supt. Young emphasizes is good common sense, and he is right. For no small number of persons undertake teaching with the single qualification of book knowledge ; and it is a fact that a person next door to a fool may have a good memory, and be able to acquire a good deal of knowledge out of books. A teacher with good common sense is constantly asking himself "Why?" He sees the pupils have not learned their lessons ; he seeks the reason ; he forms a theory ; he applies it ; changes it to fit all pupils and all studies and works upon

it afterward. In this case the theory becomes an integral part of his practical equipment ; it has struck in ; it is not a coating.

E. GOLDING GLADDEN.

New York.

Ten Years of Telephone Service.

I was surprised to read in a recent issue of THE SCHOOL JOURNAL that the question of telephone or no telephone in the public schools of New York city was under discussion. Here in Seattle we have used the telephone for ten years. We have twenty-three telephones connecting with "Central," putting us in communication with the city superintendent, the secretary of the board, the different schools, and the entire system.

We do not see how we could do without it, so many occasions arise when it is necessary to communicate with the "office" or with other schools. Our schools are more unified (and pull together better), pupils are looked after more closely and school business is transacted more promptly as a result of the telephone system. The superintendent is kept in close touch with each school ; teachers and principals are in close touch with the superintendent.

If the New York schools should once have telephones put into the buildings, I am sure they would be there to stay, and in six months every one connected with the schools would be wondering how the work had been managed without them.

DAVID G. FENTON,
Seattle, Wash. Principal T. T. Minor School.

Place of Pictures.

Those who are too hasty in speaking slightingly of the utility of pictures, and their influence upon us, are certainly underrating the value of impressions that come to us thru the sense of sight. A picture, whether illustrative or esthetic does much to aid the memory, to dispel vagueness, and to facilitate expression. It holds the "mirror up to nature" and represents with almost life-like accuracy, that which music and words merely suggest and describe.

In biography we are not content with mere statistics and anecdotes ; we want something that will enable us to set the man before our imagination so as to make him real. A portrait is a lasting benefit to those who possess it. It represents us at our fullest and best, and keeps us immortal for generations.

A landscape is not only ornamental but most subtly instructive and elevating ; "it sends us out beyond itself to see and to enjoy more vividly the truths to which it points."

Let a picture represent any phase of nature or life—the momentary gaze, the transient attitude, the gleam or the glow, the field or the sea, peace or strife—the man who beholds it, whether or not he understands its historical or allegorical relation, bears with him a delightful image impressed on memory to be afterward enjoyed.

Cultivate a taste for pictures ; they instruct, stimulate, and refine.

PHILIP FISCHER.

New York.

Need of Physical Culture for Puerto Ricans.

Intellectual attainment without physical vigor cannot bear fruit ; it lacks harmony. I would not recommend a code of laws such as controlled the life of the Spartan youth, yet we cannot but deplore the lack of physical vigor in both childhood and manhood in the people of Puerto Rico. They have within them all the elements of decay. The bright spark of intellectual vigor is but an evidence of the decadence of physical forces.

The question that forces itself upon us as educators is what can and ought to be done to check these elements of decay. "Education should aim at external and internal beauty and goodness, physical and psychical vigor, health, and energy ; the harmonious culture of all the powers of body and soul." These were the ideas of Py-

thagoras, and they are equally applicable to any people. And in order to do this I would not discourage intellectual training in the public schools of Puerto Rico, but I would add these to that which will develop the physical forces and thereby make a harmonious whole. The Greeks and Romans had their means for physical development. The English had their games and the Americans theirs. Education is considered incomplete without some form of manly sport that brings out the physical forces harmonious with the intellectual, in order to bring out a robust manhood.

If these things be true, and they are true of a vigorous people as the Americans or the English of to-day, what shall we say of a people such as we find in Puerto Rico? The thousands of children who are attending the public schools are a bright lot and have good intellects, but they have no physical force to back up this intellect.

So far no provision has been made for physical development nor even considered. The great question that overshadows all others to-day is, "How shall we provide intellectual education for the thousands of children asking for admittance?" Provision is being made for orphan asylums, schools for the poor, homes for poor children, normal and industrial training schools, etc., but no consideration is given to the harmonizing of the physical and intellectual.

E. E. RIOPEL,

Normal, Industrial, and Training School.
Fajardo, Puerto Rico.



Our School System.

Will you allow one who occasionally sees THE JOURNAL to say a few words respecting the school system—a vague combination of words I am aware, but none other will answer. We have a superintendent and a very good man, too; but he is powerless to attain the good he might reach because the managers have determined to employ certain persons at all hazards. The reason of this is that these persons have got to have a living and cannot earn it in any other way.

At a little social gathering lately it was said that Miss B. was to retire on account of ill health; one woman remarked that this would give Miss C. the opportunity she had been looking for; another said she had heard there was a desire to get a certain teacher from Worcester. Against this every woman set herself—Miss C. was the daughter of a clergyman, &c., &c.; the idea of going to another town for a teacher was preposterous!

Miss C. was appointed, yet she had had no experience; nor did anyone seem to care about that; it was a place where she could earn her living. I am inclined to think I would have helped to appoint Miss C. myself had I been an official. When the lieutenant-governor of Montana was asked why he appointed Clark to the U. S. senate, he did not speak of fitness, he said, "Because the majority of people wanted him appointed." So of Miss C.

This is what may be termed a feature in our school system. In looking over the list of teachers employed I think a majority have got places solely because of their need of employment. Of course they hold certificates. But they are "coached" for this by other teachers.

Under this system the schools attain only a moderate success. I may be wrong but it seems to me that special fitness should be considered. I have made inquiry and no one tells me that Miss C. has any talent for teaching. In one case last year Miss D. was appointed, but just about that time she got a place as bookkeeper in a bank and so she resigned. This showed she preferred some other work to teaching; and it was remarked that "the children were fortunate."

E. MAYNARD COLE.



Examinations and Promotions.

The writer recently received an inquiry concerning the wisdom of relying upon examinations for promotions. He admits that he was about as much surprised as were the Dutch villagers at the sudden appearance of the re-

turned Rip. Poor Rip was supposed to be dead. Who did not suppose that the scheme of promotion, based upon stated examinations, was a dead one? However, it seems yet to have a spark of life. Can as much be said of its advocates, if any still exist? No, the writer is satisfied that the blind advocate of the examination system for the purpose mentioned is at least educationally dead.

Examinations are all right in their place, but when they step in to take the place of the judgment of the teacher, they are decidedly out of place. Instead of being a substitute for a teacher's judgment, they are one of the means at hand of assisting her in forming a correct judgment of a child's work. This is the verdict of every school in the land warmed by the blood of modern ideas.

The use of the written examination should be the use that we make of the oral examination and the daily recitation whether oral or written—simply a means to an end and that end the education of the child.

The plan put into operation by Mr. Draper, in Cleveland, when he was superintendent of schools in that city, is in all essentials the one followed by our best schools. There are several provisions, all bringing into operation the judgment of the teacher, subject to correction. In case a parent feels that partiality or lack of it has been exercised, he asks for an examination prepared by the superintendent. Teaching under such a system means something. It calls for good work every day and with no uncertain sound. Cram is not an offspring of the system, neither is an overwrought nervous organization. Under this plan the teacher's method does not degenerate into the art of storing the memory of those in her charge that she may "pass" them to the next grade. Under such a system, not high percentages, but the development of the child becomes the controlling motive. Neither does this mode of promoting necessitate the dragging of a class of pupils, who happen to be slower than the average, over territory more rapidly than the mental capacity of the children warrants.

Examinations for promotions, like the quill pen and the daily use of the birch, have had their day. Whether they have served a purpose other than to demonstrate their uselessness along this line, who can say?

Elmira, N. Y.

E. L. Dow.



A Novel Commencement.

Near the close of each school year, the question arises, What shall we do for commencement? The people generally are tired of the old-fashioned oration speaking, and are slow to give a liberal share of patronage. With his usual keen insight in the people's desires, Supt. S. Wilkin, of the Union City, Ohio, public schools, this year instituted a new plan for commencement. His class was too large to permit each member to speak, and yet each must take some part in it. Accordingly it was decided to divide the exercise in two parts, each characteristic of some phase of school life.

Part I, "As It Was," presented in dramatic form, a striking picture of the school of fifty years ago, with its rough benches, map-singing and spelling-match, while Part II. represented the school of the twentieth century, and was entitled "As It Is." This latter part was made up of speeches and interesting scientific experiments along the line of recent discovery. It is needless to say that the theater was packed from orchestra pit to dome, and the general sentiment of the vast audience was very gratifying indeed. A very handsome sum was thus added to the library fund, which would have been impossible under the old-style exercise.

Why should not others take up the scheme of novel commencements? Give the people something new, and they will richly repay the effort in appreciation and patronage. Prof. Wilkin's success is only another proof of the wonderful originality that has given him a place among the most scholarly, popular, and successful school men of Ohio.

LEE M. WELBORN.

Union City, Ind.

The Educational Outlook.

Feeble Children Cured by Gymnastics.

A series of experiments has been made in several primary schools of Paris to test the practicability of gymnastics for improving the physical condition of weak, sickly and deformed children. The originator of the idea was Colonel Dérué, Inspector general of physical education. The experiments have been under the supervision of physicians appointed by the municipal council, and their reports go to show the value of Colonel Dérué's views. In one school thirty pupils, fifteen boys and fifteen girls, took part in the exercises. They were all either weak, anaemic, poorly developed, liable to become consumptives, or otherwise afflicted with some marked physical defect. Those motions of the limbs and body which require little or no effort constituted the greater part of the exercises, but due pains were also taken to have them practice motions which tend to make the body and limbs pliant and supple. Furthermore they were taught to march in step, and each lesson was completed by exercises in respiratory gymnastics.

The boys, too, were instructed in the *savate*,—the French style of boxing, where the feet are used as well as the hands. It is found: first, that the physical development of the children was improved; second, that they were strengthened against the possible attacks of disease; and third, that their inherited defects were in large measure remedied and their acquired defects removed. Eleven pupils became exceptionally well developed thru these exercises, their growth exceeding the average of children of their age. One boy grew four centimetres, and three other sickly pupils are rapidly becoming perfectly healthy. "In every case, indeed," said the report, "a manifest impulse was given toward development and good health." For the benefit of children suffering from more severe maladies or deformities a special course of medical gymnastics was held, under the constant supervision of a physician at the primary school in the Rue Bolivar. Of this course Dr. Emile Laurent, who was present as a representative of the municipal council, spoke in high praise. "Colonel Dérué's idea," he says, "seemed a happy and logical one to us, and with the written consent of their parents we have experimented on a certain number of children who were in some way deformed, as, for example, thru one shoulder being higher than the other, or thru the spinal column being out of order. We first examined and measured the children and then began to treat them. Of course, in a primary school there are not the paraphernalia of a regular gymnasium, but then some of these are of questionable utility. The objects of our exercises were, first, to render the shoulders and the spinal column supple; second, to remove the primary cause of the deformities, and, third, to improve the condition of the various organs, and especially the bones, muscles, and nervous system." Finally Dr. Laurent in his report points out that several children who had been suffering from spinal trouble were cured thru these gymnastics. The municipal council has decided to appropriate a sum of money for the purpose of having a regular course of medical gymnastics at one of the leading primary schools.

Commercial High School For Girls.

PHILADELPHIA, PA.—In view of the success and progress of the commercial department of the girls' high school, the board of education has decided to establish a separate commercial high school for girls. The new school will be organized next September in the boys' old high school building, for the renovation of which a bill to appropriate \$25,000 has been introduced into the city councils.

In six years of its existence the whole number of pupils enrolled has been 2,553, of whom upward of forty-five per cent. have been graduated. This showing compares well with the proportion of graduates from like institutions in other cities. That its diploma has a distinctly practical value is proved by the growing demand for graduates of the department by publishing houses, mercantile firms, educational institutions, professional men and others. At the same time the department has been more than a preparatory school for business life. Its aim has been to give a high school training specialized in the direction of mercantile pursuits, and is, therefore, a means of more direct contact between the practical and the ideal in education and in life.

Miss Emily Graham has been the head of the department since its establishment, and much of its success is to be attributed to her thorough and able direction.

Columbia to Honor Prof. Roentgen.

Prof. Wilhelm Conrad Roentgen, of the University of Wurzburg, Germany, widely known as the discover of the X Rays is to receive the Barnard medal for meritorious service to science from Columbia college, at the next commencement.

The medal was founded by a provision in the will of Frederick A. P. Barnard, Seth Low's predecessor as president of Columbia. The medal, which is of gold, is to be awarded every quinquennial period, to such person, if any, whether a citizen of the United States or any other country, as shall have made such discovery in physical or astronomical science to purposes

beneficial to the human race, as in the judgment of the National Academy of Science of the United States shall be esteemed most worthy of the honor. The first and only previous award was made in 1895, when the English physicists, Lord Rayleigh, F. R. S., and Prof. William Ramsay, F. R. S., were honored.

Wireless Telegraphy for Schools.

UNION CITY, IND.—Reno B. Welbourn, a young man twenty-one years of age and a graduate of the Union City public schools, of which Mr. S. Wilkin is superintendent, has made an important discovery in wireless telegraphy. It consists in a method of controlling the plant of the static machine, so that static electricity may be used to send messages with the Morse alphabet, using the instrument of wireless telegraphy. Heretofore this has been thought impossible, but on account of the discovery has been submitted to a Boston electrical manufacturing house, which has pronounced it a success. This discovery will enable science teachers to exemplify the workings of wireless telegraphy with the static machine at a reduction of cost of the necessary outfit by about nine-tenths, so that the apparatus will be within the reach of every high school.

Semi-Centennial of University of Rochester.

ROCHESTER, N. Y.—The semi-centennial and annual commencement of the University of Rochester will be celebrated June 10 to 14. Among those who will speak are Hon. Merritt Edward Gates of Washington; Prof. William Carey Morey, of the University of Rochester; Hon. William Torrey Harris, U. S. commissioner of education; Gov. Theodore Roosevelt, of New York; Prof. Newton Lloyd Andrews, of Colgate university; Rev. Robert S. MacArthur, of New York; Hon. George Alexander Carnahan, Mayor of Rochester; Hon. Jacob Sloat Fasset, of Elmira; Prof. Rush Rhees, president-elect of the university; Major-General Elwell Stephen Otis and Prof. Albert Harrison Mixer, of the University of Rochester.

In Memory of Mrs. Lathrop.

BRIDGEPORT, CONN.—The Fairfield County Teachers' Association has passed resolutions in memory of Mrs. A. R. M. Lathrop, late supervisor and critic at the Bridgeport Normal training school, who died on April 24. Mrs. Lathrop was a graduate of the Trenton Normal institute and for about five years taught in the secondary schools of New Jersey. She married James Clark Lathrop, of Bridgeport, Conn., a geologist of note, whose collection on his death was loaned to the Barnum Institute of Natural Science. Mrs. Lathrop had always been deeply interested in educational matters, especially the kindergarten, and when in 1885 she found herself a widow with four children, she returned to the profession of teaching. For six years she taught in private schools in Hartford, Litchfield, and Bridgeport. While a teacher at the North Avenue school of Bridgeport, she took a three years' course in pedagogy and psychology at New York university, attending the lectures on Saturdays. She received her diploma in 1896, and her doctorate in pedagogy in 1897. She was one of the very few women who held the latter degree, there being but one other in New England at the time it was conferred. For eight years she had been connected with the training school, and her efforts were always crowned with marked success.

Roy W. White Murdered.

PHILADELPHIA, PA.—Roy Wilson White, a fellow of the law school of the University of Pennsylvania and lecturer in Roman law, was brutally murdered. He left the college in perfect health on his way to the Germantown depot. He was found lying in an unconscious condition not a stone's throw from the station about half an hour later, his head having been crushed in by a railroad bolt. He died at the Presbyterian hospital. The motive is supposed to have been robbery. Mr. White was considered one of the most promising young men in the university, and his prospects were peculiarly bright. He was twenty-eight years of age. He came to Philadelphia from Richmond, Ind., in 1895 and entered the university law school. He was well equipped with the preparatory training he had received at schools in Adrian, Mich., and Louisville and Spiceland, Ind., and at Earlham college in Richmond, from which he was graduated in 1894 as bachelor of science.

While at Earlham he was president of the Ionic Literary society and won the oratorical prize. During his first year in Philadelphia Mr. White took a post-graduate Latin course at Haverford college, from which he received the degree of M. A. As a debater his ability was recognized and caused him to be sought after by the Greek letter fraternities of the university. In 1896 he was admitted to the Indiana bar and two years later was graduated with distinction from the university. While a student he was a member of the teaching force of the Episcopal academy. In the faculty prize for the best written examination with all the professors he won the Meredith prize for his essay entitled "Some Phases of Government Regulation of Contracts," and was at once appointed one of the two fellows in the department of law. Last year he was commissioned by the university to study the French civic code in France, preparatory to inaugurating such a course in the university law school. He would probably have been made instructor in French law.

Michigan Notes.

The calendar of the University of Michigan for the college year 1899-1900 gives 3,441 as the total enrollment. This number includes 138 enrolled in last year's summer school. Deducting this number the total is 3,303. The enrollment in the literary department is 1,343; law, 837; medical, 500; engineering, 280; dental, 247; pharmaceutical, 76; homeopathic, 70. Of the grand total, 2,006, more than one-half are from Michigan. All the other states save Delaware, Nevada, and Louisiana are represented. There are also thirty-eight students from foreign countries.

The students of the university have won nine out of the twelve intercollegiate debates in which they have participated since 1893. The last seven have been an uninterrupted series of victories. The universities they have not met Chicago, Pennsylvania, Minnesota, and Northwestern.

Ann Arbor is the last city of the state to put in manual training. An initial appropriation of \$4,000 has been made.

The joint meeting of the Western Drawing Teachers' Association and Michigan Superintendents' Association took place at Grand Rapids, May 9-11, the attendance was large. Exhibits were made in the Drawing Teachers' Association by Pratt institute, Minneapolis, Indianapolis, Chicago, Peoria, Stevens Point, Wis., Youngstown, O., and Tipton, Ind., outside the state, and the following Michigan cities, Grand Rapids, Lansing, Benton Harbor, and Kalamazoo. The next meeting will be held at Peoria.

The city superintendents elected officers as follows: Pres., W. E. Conklin, Dowagiac; vice-pres., M. R. Parmelee, Charlotte; sec'y, J. E. Clark, Frankfort.

Michigan is having her usual spring shifting among the school men. Many good places are or have been open this year including Grand Rapids, Saginaw, W. S.; Adrian, Grand Haven, Saranac, Houghton, Pontiac, Hastings, Constantine, St. Clair, Hillsdale, Galesburg, Otsego, Lowell, Alma, Plainwell, Chesaning, Quincy, Cedar Springs, Caro, Williamson, Wyandotte, and Marquette.

Stenography in Nova Scotia.

Dr. A. H. Mackay, superintendent of education, of the province of Nova Scotia, writes in the *Nova Scotia Journal of Education* that shorthand will probably be added as optional to the high school course of study next year, and that the Isaac Pitman system will be encouraged by the council. "This system," says Dr. Mackay, "is unquestionably the best and most likely to become universal."

Textile University for the South.

CHATTANOOGA, TENN.—Among the topics discussed at the Southern Industrial Convention was the establishment of a national textile university somewhere in the South.

In advocating the measure Mr. H. H. Hargrove of the New Orleans *Picayune* pointed out that what was badly needed were some facilities for the poor white boys in the South to secure industrial education. Now that the government, he said, had stimulated the production of cotton while the demand of the English spinners had fallen off, it is the government's duty to develop this industry at home by erecting in the Southern cotton belt a \$1,000,000 textile university, where the greatest textile skill may be taught and our American operatives may learn to manufacture cotton into the finest fabrics into which it can be fashioned.

Meeting of North Carolina Teachers' Assembly.

The North Carolina Teachers' Assembly will meet at Morehead, N. C., from June 12 to 17. With it will meet the State Music Teachers' Association. Hotel rates are \$1.00 per day, and special arrangements have been made with the railroads by which the round trip will be given for one fare, plus \$2.00 membership fee. All friends of education are invited.

More High Schools for New Jersey.

At a recent meeting of the New Jersey High School Teachers' Association, a letter was read from Supt. A. B. Poland relative to the high schools. Dr. Poland said that the state had done little to promote the establishment of high schools. It had been the opinion of the executives that until the common school system was perfected, it was undesirable to consider high schools. Dr. Poland's opinion was that there could be no common schools of the highest and best sort without a thorough and progressive high school. The present governor was not opposed to high schools and the teachers' association should press the matter. A good plan would be for the friends of high schools in the state of New Jersey to introduce legislation looking towards the creation, under the state board of education, of a separate high school department or bureau with power to inspect high schools, examine and certificate pupils and grant subsidies, in some such manner as is now done by the regents of the university in the state of New York. Such a movement, properly undertaken and vigorously prosecuted, would win the support of the majority of the people in the state.

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American Science Association.

The forty-ninth annual meeting of the American Association for the advancement of Science will be held June 23 to June 30 in room 309 Schermerhorn Hall, Columbia university, and the hotel headquarters of the council of the association will be at the Majestic, Central Park and 72nd street. A railroad rate for the round-trip of one fare and one third has been granted by the Trunk Line Association, the New England Passenger Association, the Central Passenger Association, and the South-Eastern Passenger Association. The same rate is expected from the Western Passenger Association, and the South-Western Passenger Bureau. The Hotel Majestic charges for rooms \$1.50 and upwards, and the Hotel Empire, which is also recommended, \$1 and upwards. Rooms with or without board can be obtained in the vicinity of the university. A list of such will be sent on application to the local secretary, Prof. J. Mc K. Cattell, Columbia university, who will also attend to general inquiries.

Recent Deaths.

Jonas Gillman Clark.

WORCESTER, MASS.—Jonas Gillman Clark, founder of Clark university, died May 23, at the age of eighty-five years. Mr. Clark was a native of Hubbardston, Mass., and was one of the descendants of Hugo Clark, of the Mayflower. In 1853 he went to California during the gold fever where he laid the foundation of his fortune. From California he went to New York, where he amassed his millions in the banking business. In 1889, Clark university was opened, Mr. Clark giving it an endowment of \$2,000,000, to which he has made handsome additions since. The purpose of the institution is, to use his words, "to increase human knowledge and transmit the perfect culture of one generation to the ablest youth of the next, to afford the highest education and opportunity for original research." His bequests to the university include a magnificent library of rare and costly books.

Dr. Burns.

TORONTO, CANADA.—The Rev. Alexander Burns, D. D., late president of Hamilton, Ontario, Wesleyan college, and formerly professor of mathematics in Iowa Wesleyan university, and president of Simpson college, of Iowa, died May 21, in Toronto, in his sixty-seventh year.

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Principal Urick.

William P. B. Urick, principal of the Hawkins street school, Newark, died at his home in that city last week at the age of fifty-three. Mr. Urick came to Newark as principal of the Walnut street school, in 1871. In 1880 he was transferred to the South Market street school. He became head of the Hawkins street school last September. Mr. Urick was a veteran of the Civil war, in which he was severely wounded. For some time he held a professorship at Columbia.

Supt. Williams.

WATERTOWN, N. Y.—The board of education has adopted a memorial in which, laying aside any stereotyped phraseology, attention is called simply and forcibly to the late William G. Williams. "Mr. Williams," it says, "came to this office in the maturity of his powers, singularly equipped not only by a long business experience, but by many years of teaching. His practical knowledge, his enthusiasm, and his industry, contributed in a high degree to the marked advance made by the city schools during his term of service. But it was in the finer and more unusual traits of character that the board, as well as the entire community, have felt the greater satisfaction. No one could be truer and gentler than he. He was an example and an inspiration to every one who knew him, in all those graces of character which especially fit one to mold and train the young. We feel that we have broader and truer views of our opportunities because we have known him."

Supt. Williams, who died March 30, was born in Hudson, N. Y., in 1829. At the early age of sixteen he received his certificate as teacher. His first school was at Homer, where many of his pupils were his elders. In 1847 he took a school in Brunswick, near Troy, N. Y., removing to Watertown the following year. In 1851 he was graduated from the Jefferson institute, and for the next five years taught the Brownville public school. During that time he was twice elected to the office of town superintendent of schools. Mr. Williams held the position of superintendent of the third assembly district of the county, principal of the Lamon street school, and of the Arsenal street school, and of superintendent of the Watertown schools in succession. From 1874 to 1886 he was postmaster of the city. Later he was again superintendent of city schools, a position which he held till his death. While postmaster, he remained a member of the board of education.

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New York City and Vicinity.

Leave of absence from July 15 to September 10 has been granted by the board of education to Supt. Maxwell for the purpose of visiting the Paris exhibition.

Baths for the Schools.

The introduction of plunge baths into public school No. 1, may lead to considerable innovations along the same line. If the experiment is successful baths will be placed as soon as possible in other schools wherever needed.

The latest plan, however, contemplates giving the pupils of the new commercial high school exceptional bathing facilities. In this school the shower baths, it is likely, will be supplemented by a fine plunge bath in the basement, where scholars can swim or learn to swim, if they do not know how. Probably, altho this has not been discussed, the bath will be open to summer school pupils in the heated term.

Called to New York.

Mr. Frank A. Manny, at present chairman of the pedagogical faculty of the Oshkosh normal school, has accepted a position as principal of the main school of the Ethical Culture schools, relieving Mr. J. F. Reigart, the general superintendent of the schools of much of his executive work. Mr. Manny has had a rich and varied professional experience and comes to his new work remarkably well equipped for it. He is a graduate of the University of Michigan and of the University of Chicago. At the latter institution he was for some time lecturer in pedagogy. He has been supervising principal at Indianapolis and principal of the high school at Moline, Ill. His work at the Oshkosh normal has attracted a great deal of attention.

In Honor of Mrs. Kraus-Boelte.

A reception was given to Mrs. Maria Kraus-Boelte, on Saturday, May 26, at Hotel San Remo, New York, by the members of the Kraus Alumni Kindergarten Association in honor of the completion of her fortieth year of kindergarten work. Over one thousand invitations were sent to her many pupils, friends, and to prominent educators. As Miss Boelte, Mrs. Kraus studied and lived with Mme. Froebel for several years in Germany. She afterwards came to New York and had the first kindergarten ever established in this city.

With her husband, Prof. Kraus, she afterwards started her seminary for kindergartners, which Mrs. Kraus still maintains. About eight hundred pupils have been graduated from this

school. The Rev. T. W. Lill, of St. Chrysostom's chapel of Trinity parish, made a short address, congratulating Mrs. Kraus on the great results of her life's work and its far-reaching influence. Miss Anna E. Harvey, of Adelphi college, presented an alumni association badge set with diamonds, which was sent from the members of the association. Mrs. Kraus responded feelingly.

An Outline of President O'Brien's Policy.

There can never be any doubt where Mr. Miles M. O'Brien, the newly elected president of the board of education, stands on school questions. A more outspoken man can hardly be found. Mr. O'Brien has already made clear the policy that he will try to induce his board to follow. In substance it is somewhat thus:

Appointments.—The best material is wanted, no matter where it comes from. When New Yorkers are as good as outsiders, or better, they will have the appointments.

Manual Training.—This will be favored in every possible way. After the new commercial high school is established, the next step will be a technical manual training high school.

The Davis Bill.—Will be carried out faithfully even if the most of the board are opposed to it. The assistance of the state civil service commission will be valuable.

Size of Classes.—The present overcrowding of the schools has made the classes unwieldy. Too many pupils are assigned to a teacher. This will be corrected as fast as possible. No teacher should have sixty or seventy children and be expected to achieve good results.

Commercial High School.—This is Mr. O'Brien's special hobby. He believes that this great city is bound to become the commercial metropolis of the world. We are bound to become distributors to all nations. It is a prime necessity to prepare properly a class of young men whose interests and tastes lead them into commercial life. They must get thorough instruction in chemistry, banking and exchange, commercial law, tariffs and modern languages.

The Normal College.—This must be improved in many ways. No young girl ought to be admitted unless she shows some aptitude for teaching and is able to give a reasonable guarantee that it is her intention to teach.

Politics must be kept out of the schools. So, too, must social and business influences which are often more insidious and baneful than any other. The only test in promotions and appointments must be the proved fitness of the candidate for



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It will be seen that this policy is very comprehensive, and that, if Mr. O'Brien succeeds in carrying it out, it will go far towards making the schools of New York indisputably the best in the country. On the subject of the school libraries Pres. O'Brien is particularly strong. It is his idea that they should be kept open until 9 o'clock at the earliest so that working men may have a chance to use them. He believes too in having them as numerous as possible, especially in the congested districts.

To Decorate Mr. Haskell's School.

An interesting exhibition was held recently of a large number of reproductions in carbon, platinum, and photogravure, of masterpieces. The object was to raise money for the purchase of pictures for the adornment of public school No. 2, Brooklyn, of which Mr. Charles S. Haskell is principal. The attendance was large and the showing was pronounced admirable. About \$200 were raised. Some 150 pictures have already been put up in this school during the last five years.

Set Fire to School to Escape Lesson.

Thru the desire of two sixteen-year-old boys for a holiday, public school No. 101 came near being burned down. According to their own confession the culprits deliberately set fire to the school building during recess, in the hope that they would thus escape studying their lessons. Before the flames were well under way the alarm was given and the boys formed a bucket brigade, which kept the fire under until the firemen arrived and extinguished it.

Of Interest to Women Teachers.

A Woman's Hotel Company has been incorporated in the city of New York for the purpose of building one or more hotels in New York city to supply women with better accommodations, more comfort, more privileges and a better home than is found in the average boarding house. The incorporators are some of the best financiers of New York city, and they plan to erect a twelve story hotel to accommodate more than five hundred people. Rooms will cost from \$3.00 to \$6.00 per week and suites about \$8.00 per week without meals. The estimate of income and expenses has been carefully revised by some of the prominent hotel men, and New York will soon have one or more large hotels devoted exclusively to women. It is said that the capital stock has already been fully subscribed for, and that more than one thousand applications have been entered for rooms.

Interesting Items from Everywhere.

BOSTON, MASS.—A number of papers have been sealed up and piled away by Mr. W. C. Lane, librarian of Harvard college. They are part of a series to be opened one hundred years hence, in order to show present conditions in the college. Among them are some sixty journals kept by instructors and students in the university, a large number of themes written by members of the English composition courses, and about one hundred and fifty photographs.

CINCINNATI, O.—Mr. John Black Johnston, assistant professor of zoology at the West Virginia university has received the appointment as professor of biology at the University of Cincinnati. The appointment is nominally only for the summer but virtually permanent.

KANSAS CITY, KAN.—The graduating class of the Central high school of 1900 is the largest on record. It has this remarkable feature, there are eighty-seven more girls than boys.

PADUCAH, KY.—An exhibit of work of the children of the Longfellow school was held last week. There was a large throng of visitors, who all expressed themselves delighted with the show. Two features that attracted especial attention were the exhibits of writing and drawing. In the case of the former the improvement was put down to the recent adoption of the vertical system. The physical maps, too, made with paper rulps in the manner described in the present issue of THE SCHOOL JOURNAL were noticeable for their excellence.

NEW HAVEN, CONN.—Walter I. Lowe, who for six years has been head of the department of history in Sheffield scientific school, has resigned to take charge of the history department at Wells college Aurora, N. Y.

JACKSONVILLE, FLA.—Supt. George P. Glenn was nominated for state superintendent of public instruction at the Democratic convention.

Knox college has issued its sixty-fourth annual register for the year 1899-1900. It shows that the total student body numbers 659, of which 6 are graduates, and 72 not matriculated.

DANVERS, MASS.—Mr. Chester T. Porter has been appointed principal of the high school to succeed Mr. E. J. Powers, resigned. The salary is \$1200. Mr. Porter is a graduate of Worcester academy and Amherst college. He taught in the high schools at Shrewsbury and Worcester.

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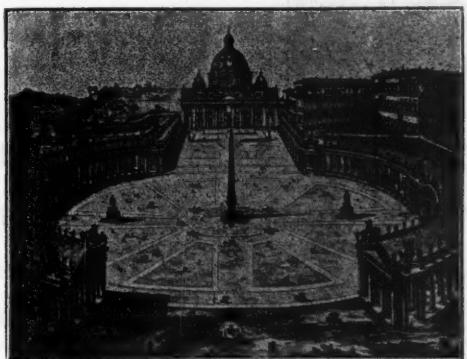
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Notes of New Text-Books.

(Continued from page 624.)

First Book, Home Geography and the Earth as a Whole, by Professor Ralph S. Tarr, of Cornell university, and Frank M. McMurry, of Columbia university. This book, which belongs to Tarr and McMurry's three book series, begins with the child's actual knowledge and works outward. Under home geography the pupil studies the soil, hills, valleys, rivers, ponds, lakes, and other natural features. In presenting the geographical features of the earth, the authors have made prominent the relation between man and the earth; they have omitted some subjects, as latitude and longitude entirely; throughout each chapter much care has been taken to present a closely related chain of thought and at the same time to keep the leading facts in their proper foreground. The small pages, five by seven inches, of this volume will be continued throughout the series. The authors believe the large geographies too unwieldy and the maps too much crowded with unnecessary details. They have therefore presented small maps with few details. The illustrations have been selected with great care to illustrate specific points; and for the sake of accuracy, photographs have in most cases been employed. There are hundreds of these illustrations, which, though not inserted merely for the purpose of entertainment, make the volume a most attractive one. The teacher will observe, however, that they all bear a direct relation to the text. (The Macmillan Company, New York. Price, 60 cents.)

In a *Term of Ovid*, edited by Clarence W. Gleason, we have a desirable addendum to our Latin texts. It is interestingly constructed, and will appeal to the pupil, as at once artistic and helpful. The notes are copious, but not so much so as to be detrimental to sound scholarship, while the treatise on versification, and the marking of the first few selections, will materially aid the pupil to a satisfactory grasp of the difficulties of scanning. An available vocabulary completes this decidedly scholarly little volume. (American Book Company, New York, Chicago and Cincinnati.) A. H. W.

Introduction to Ethics, by Frank Thilly, professor of philosophy in the University of Missouri. One who wishes a knowledge of this science could do no better than begin his study by a careful reading of this volume. The author's presentation is clear

and concise, but he is not at all dogmatic—he gives all theories and shades of opinion a hearing. After considering the nature and methods of ethics the theories of conscience are discussed, also the theories of the highest good, and then character and freedom are presented in all their relations. If one is disposed to be set in his way this book will do him good, as he will see how much even the brightest minds have differed on important questions. (Charles Scribner's Sons, New York. Price, \$1.25, net.)

Ovid's Metamorphoses I. & II., with Ovid's autobiography. Edited by Wm. T. Peck, Classical High School, Providence, R. I. This is the first of a series of school classics, edited under the supervision of Dr. John Tetlow. It comprises the greater part of books I. and II. of the *Metamorphoses* together with an interesting passage from the author's autobiography. A fine selection of word groups is given in connection with the vocabulary and there are two good maps and a few small illustrations. The book is of convenient size and inexpensive, but one misses the copious illustrations on art points, and the extensive notes on mythology which are a feature of other recent publications of Ovid's writings. (Ginn & Company, Boston. Price, 55 cents.)

Studies in English and American Literature, by G. H. Bell. Through the division of the subject into two parts the author has been enabled to present, first, a comprehensive survey of the general subject of literature, containing the essentials of a complete understanding of the development of literature to the writers of the present day, both of English and American authors, and second, a comprehensive series of selections to show the distinctive style of our best writers. Part First has been arranged in a chronological order to show the continuous development and progress of literature. Part Second is composed chiefly of selections arranged in nine distinctive classifications of the best selections of representative authors. The readings are mainly from modern authors, and are sufficiently comprehensive to afford all the knowledge of good reading that can be attained in first and second years' work in high schools. Limited space is given to biographical extracts, and notes are omitted, the book being not so much a study of authors as a study of what they have written, and of literature as a subject. (Ainsworth & Company, Chicago.)

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"English Literature," by Stopford A. Brooke, M.A. With chapters on English literature (1832-1892) and American literature, by Professor G. R. Carpenter.

"Tarr and McMurry Geographies," by Prof. R. S. Tarr and Dr. F. H. McMurry. Second Book—North America.

"Chaucer," Prologue, Knights Tale and Nonnes Prestes Tale, by Prof. Mark H. Liddell.

"Macmillan's Latin Series," under the general editorship of Prof. J. C. Kirtland, Jr. Cornelius Nepos. Edited by John Edmund Barss.

"An Introduction to Zoology," for high school use, by Prof. C. B. Davenport.

"Domestic Science in Grammar Grades," a reader, by Mrs. L. W. Wilson.

"A History of the United States for Beginners," by W. B. Powell, A.M.

"Thermodynamics," by Prof. Edgar Buckingham.

"Outlines of the History of the English Language," by Prof. T. Northcote Toller.

"Child Life in Many Lands," the Third Reader in the Child Life's Series, by Etta Austin Blaisdell.

"Carlyle's Essay on Burns," Macmillan's pocket series of English Classics.

Allyn & Bacon.

The "Germania" and "Agricola" of Tacitus, edited by Alfred Gedeman.

Plautus "Captive," edited by Herbert C. Elmer.

Terence "Andria," edited by H. R. Fairclough.

"First Greek Reader," by C. M. Moss.

"Chardeval" French exercises for advanced pupils, Mlle. Duval.

"The Literature Note Book," by F. N. Scott and F. E. Bryant.

"Anatomy, Physiology, and Hygiene," by Jerome Walker.

"Elements of Algebra," by James M. Taylor.

Maynard & Merrill.

"Graded Literature Readers," fourth book, by Judson and Bender.

"High School Grammar," by Reed and Kellogg.

G. P. Putnam's Sons:

"The Secret of the Crater," by Duffield Osborne.

Cassell & Company, Ltd.

"A White Woman in Central Africa," by Helen Caddick.

"Personal Recollections," by H. Sutherland Edwards.

"A Course of Landscape Painting in Water Colors," by J. Mac Wherer.

"The Coming of the Kilogram," or "The Battle of the Standards," by H. O. Arnold-Foster.

Henry Holt & Company.

"Frau Sorge," of Sudermann, edited by Gustav Gruener.

"Tulipe Noire," edited by Edwin S. Lewis.

Ginn & Company.

"Cynewulf's Christ," translated by Charles Huntington Whitman.

Interesting Notes.

Two Views of the Boers.

The Rev. Dr. J. H. Hertz, an American, who was expelled from the Transvaal by President Kruger last December, arrived lately in this country. Dr. Hertz is a graduate of Columbia university, and was at one time rabbi of a Jewish congregation in Syracuse. Two years ago he went to South Africa and took up his residence in Johannesburg. He became actively engaged in his religious work, and it was because of his giving public expression to his opinion of the persecution of the Jews and the Catholics in the Transvaal that he was expelled.

WEBSTER DAVIS
"When I went to the Transvaal," he said, "I was strongly pro-Boer. After living there some time I found out that it was a republic in name only. It was in reality an oligarchy ruled by a clique at Pretoria. I found that the Jews and Catholics were excluded from all political and military offices and were not allowed to send their children to the state free schools." "I pleaded and petitioned the Boer government for some relief for our people, but there was always some excuse for delay. The Boers would pit the Catholics against the Jews and vice versa, always making the excuse that either one or the other was delaying the matter of religious liberty.

"Webster Davis belongs to that class with which this country was overrun a number of years ago. I mean the foreigner, who made a flying trip through the United States and then went back home and wrote books about us."

"He went to South Africa, and was the guest of President Kruger for a few weeks. Now he comes back here to air the opinions that Kruger instilled in him."

At a meeting recently held in New York Webster Davis told of a command of 300 Irishmen, all from this country, whom he had seen fighting for the Boers under the leadership of Col. Blake, a West Pointer.

Speaking of the Boers, he said: "A more generous, kind-hearted people never lived. They have been heralded to you as savages by paid newspapers and paid correspondents, and as men and women who know nothing of the arts of civilization, but my countrymen, if they are savages then Americans are savages, because they are just like them."

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Destruction of Birds for Food.

The female vanity that makes the carcasses of birds a part of millinery adornment, is not the only cause of the decrease of certain species. The number of birds annually killed for game in the United States has increased largely with the development of railway systems and the perfection of cold storage facilities for shipping game to market. Quantities of game are frequently kept in cold storage for months at a time, or even from one season to another, so that our large cities can now receive their supplies not only from neighboring regions but from distant states, and even foreign countries.

So long ago as 1864 one dealer in New York was known to receive twenty tons of prairie chickens in a single consignment, which were estimated to represent twenty thousand birds, and some of the larger

poultry dealers sold from 150,000 to 200,000 game birds in the course of six months.

The consumption of game to-day is much greater than it was thirty-five years ago, and the effect of such enormous slaughter has become very apparent in the case of several species, as, for example, the prairie hen and the passenger pigeon. The range of the prairie chicken in the East is rapidly contracting. A few are still found in Kentucky, but the species is rare in Indiana and northwestern Ohio.

The passenger pigeon has been reduced almost to the point of extinction except in two or three Northern states. To-day its breeding range is restricted to the thinly settled wooded region along the northern border of the United States, chiefly in Michigan and Wisconsin.

The Pan-American Exposition.

The board of general managers of the New York state exhibit to the Pan-American exposition at Buffalo next year have awarded contracts for the New York state building. This building will be built of white marble, will be classic in design, and will cost between \$150,000 and \$200,000. After the exposition it will be turned over to the uses of the Buffalo Historical Society.

Race Problems in the South.

A conference for the study of race conditions and problems in the South was opened recently at Montgomery, Ala. Hilary A. Herbert, ex-secretary of the navy, made the opening address in which he dwelt on the necessity of real security for the personal and property rights of the negroes, and the absolute necessity of giving the race the education best fitting them for self-support.

The crime of lynching, he thinks, arises from defects in the means used for punishing offences. Defiance of the law, however, can furnish no real remedy for law-breaking in another direction. The two races must live together and peaceful conditions must be created and maintained. At the same time Mr. Herbert holds that political power must remain in the hands of the whites.

The Ocean's Deepest Valleys.

Lieut. H. M. Hodges has lately made soundings in the Pacific ocean for the proposed cable to the new possessions of the United States. The deepest point in all the oceans of the world was found last November by the crew of his vessel, the Nero, a few miles south by east of the island of Guam (gwahm).

The spot may be located by any one who will take a map and touch the place where the thirteenth parallel of north latitude meets the 146th meridian east. Close to that point the lead was cast and before it had touched bottom the leadsmen had paid out 31,614 feet of wire. In other words, the sea at that point lacks sixty-six feet of

being six miles deep.

This little island of Guam was thrown up in midocean by some vast volcanic upheaval. It stands in deep water, and rises almost perpendicularly from out the ocean's bed. The probability is that when it was born a vast amount of matter was thrown suddenly up. This was drawn from a limited area, and nature probably took much of the substance which makes up the island of Guam from that portion of the bed of the sea where the Nero deep now exists. It is a fact that in almost every case where islands of volcanic origin exist corresponding depths of unusual extent are discoverable.

Up to a recent date an English deep sea explorer held the record for having discovered the greatest sea depth. While making explorations for a cable between Japan and the Aleutian islands, he ran into water 24,000 feet deep off the island of Atto. While making explorations off the Aleutian chain it was found that for two hundred miles the water varies from 15,600 to 24,012 feet. The greatest depth in the Atlantic was discovered by Blake, just north of Puerto Rico, where the plumbmet went down 25,200 feet.

But the discovery more recently by the British ship Penguin of water to the north of New Guinea of 29,400 feet, and later of water in 30 deg. 28 min. south latitude and 176 deg. 39 min. west longitude of 30,930 feet, eclipsed all previous records up to the discovery of the Nero deep of 31,514 feet.

Deep sea soundings are made with fine piano wire, to which is attached a ball of solid iron weighing from thirty to seventy-five pounds. A mechanical device allows these balls to be detached when the bottom is reached, as it would be practically impossible to draw them up from such a depth. If too much wire is let out it will kink and break, so there is no possibility of a mistake being made in the sounding.

What is found on the ocean bottom? will be asked. Not far out to sea all deposits from rivers and the edges of continents disappear. In the Atlantic on the bottom down to a certain depth substances dropped from melting icebergs are found. Various limy substances, such as bones of fish, shells, etc., and the remains of little deep-sea animals are raked up from a depth of 12,000 and 18,000 feet; also green muds and other substances.

Below 18,000 or 24,000 feet little is found but red clay. This when brought to the surface is soft, plastic, and greasy, but when exposed to the upper atmosphere it becomes in a few days so hard that to break it one has to use a hammer.

The theory that has been advanced in explanation of the fact that no bones or limy substances are found at great depths is that the dense waters at these depths hold the sinking bodies suspended for so long a time that they are dissolved before reaching the bottom.

The Future of Children

A child's life may be blighted by the diseases of youth, such as Rickets, which is characterized by weak bones or crooked spine, and inability to stand or walk steadily, or Marasmus, that wasting disease characterized by paleness and emaciation, or Scrofula, a constitutional disease of the glands and neck.

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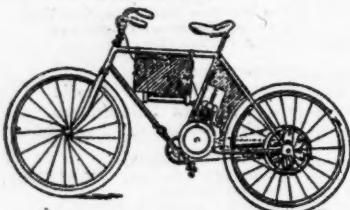
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Interesting Notes.

Single Motor Bicycles.

Motor bicycles and motor tandems have been used by racing men for two years for pacing riders on the track, but it is only lately that a power bicycle has been made to meet the needs of the general public. There is an undoubted demand for such a machine, as the motor bicycle is to the automobile what the bicycle is to the coach. It has the power and speed advantages of the big vehicle without its expense and trouble. It is economical and convenient; it can take advantage of the side-paths where the roads are bad, the same as can an ordinary wheel; it can be kept at home handy for use at any time of day or night; it requires no stable and no coachman; its repairing expense is small; it offers a chance for exercise at pedaling as well as travel and fresh air. The disadvantages it has are those of not being so luxurious or stylish as a big four-wheeler and not being able to stand alone when a halt at a crossing is necessary.



THE COLUMBUS MOTOR CYCLE.

The motor bicycle is wanted because many riders would like to go twice as fast and twice as far as is now possible, and with less fatigue. The latter part of the ambition was well expressed by a man who when inquiring about motor cycles told of a trip he had made on which there was a long sandy hill to climb. He said that when he reached the top he dismounted, wiped his face, and, shaking his fist at the hill, exclaimed: "O you! Some day I will come back here with a motor cycle and run up and down you for an hour, just to get even for this."

One motor cycle, which has been ridden 1,100 miles, has a motor and engine made by a Brooklyn, N. Y., mechanic; the machine, with motor and engine, weighs sixty pounds.

The motor is twelve inches in height, and develops one horse power. The motor and engine are set over the rear wheel, directly back of the saddle, by means of an extra pair of tubular stays that are clamped to the rear axle and run diagonally upward. The gasoline tank is a box that hangs on

the inside of the frame from the top tube, directly back of the head.

Back of the tank is a compressed air reservoir, and behind this a primary coil which furnishes the ignition spark for ex-

of a belt to a large pulley on the rear wheel. The sprocket chain runs between the engine and the flywheel on the right-hand side, while the transmission belt runs on the left-hand side to its sheave on the rear axle. Here again is used the coaster brake, which seems to have been developed just in time for the motor cycle. Besides being longer in the wheel base, this wheel is an inch wider in the tread than ordinary, but the disposition of the motor seems to be more advantageous than either of the other cases.

In Boston a special plant has been started to turn out a type of motor cycle that is distinctly an automobile because not provided with pedals. The motor in this instance is the "whole thing" and not an auxiliary power although the cycle is an individual machine.

In all these first comers of the individual motor-cycle field it is striking to note the unanimity with which the gasoline motor has been adopted. Neither electricity nor steam has been appealed to, the necessary weight involved being an objection in both cases, while against storage batteries is laid the additional trouble they might cause in touring through the country where no charging station might be found. Crude as they are these machines are all practicable. (See illustrations.)

Another machine was made by a mechanic at San Diego, Cal. The motor is made for attachment to any bicycle and with the carburettor, batteries, and other parts weighs thirty-five pounds. In this case the motor, which is water-jacketed for cooling, is placed on the lower part of the bicycle frame, the center of it being about on a line with the pedal in its extreme upward position. The motor has a fly-wheel on its left side and a small sprocket on the right-hand side from which a chain runs over an idler to a large auxiliary sprocket on the rear wheel, the driving power being "geared down" as in all motor cycles instead of being "geared up" as the foot-power is.

Another motor cycle is the work of a second Brooklyn mechanic. It is built with a wheel base four inches longer than the average or about forty-eight inches



THE SAN DIEGO MOTOR CYCLE.

from hub to hub of the wheels. The extension is made in the rear triangle so as to afford room for the motor to rest on the rear forks, back of the seat post tube. The driving machinery is within the frame lines. The power is transmitted by means

"Pushing to the Front," by Orison Swett Marden (Thomas Y. Crowell & Co.), has been translated into Japanese and is now used in the schools of Japan as a textbook. In Italy, too, Alexander Rossi, the leading educator of the country, has recommended that it be made an obligatory study in the schools. Several editions of this work have been brought out in England, and there has also been a demand for it in Holland and other countries.

The June number of *Scribner's Magazine* will contain Richard Harding Davis's first article on the Boer war. This article describes the battle of Pieter's Hill, and is a brilliant piece of writing. Mr. Davis has been with General Buller's column and was present at the relief of Ladysmith.

The June number of *Bird Lore* (Macmillan Co.) contains a proposed treaty of peace offered by the Millinery Merchants' Protective Association to the Audubon Societies, of which *Bird Lore* is the official organ whereby North American birds are to be preserved from fashion's warfare of extermination. There are also letters on the subject from Governor Roosevelt and Bishop Whipple, an article by Robert Ridgway on the comparative merits of European and American song birds and some illustrated verses by Ernest Seton-Thompson.

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Interesting Notes.

A Famous English Poet.

The leading living English poet, since the death of Browning and Tennyson, is Algernon C. Swinburne. This was universally acknowledged when the queen was looking around for some one to succeed to the laureateship. It is believed that Mr. Swinburne's attitude on certain questions prevented him from attaining

this high honor.

He was born in London on April 5, 1837, and is the son of Admiral Swinburne. Receiving his early education in France and at Eton, he entered Oxford (Balliol college) in 1857, but left without a degree. In 1864 he first became widely known in the literary world by the publication of his fine poem "Atalanta in Calydon." Since then he has published many poems, essays, etc. He is recognized as the greatest living master of versification.

Armor Pierced by a New Shell.

Some startling facts in regard to the test of a new shell were recently laid before the United States senate, in executive session. This shell was invented by a prominent officer of the United States navy and the trial took place at Indian Head, on the Potomac river.

With a six-inch naval rifle a clean hole was made through a plate of Harveyized armor fourteen inches thick. Smokeless powder was used, and the shell left the gun going at the rate of 2,580 feet a second, or one-fourth faster than the usual speed.

Other pieces of armor were used, including the Krupp armor. No armor withstood the test. The shells penetrated it as a Krag-Jorgensen bullet would pierce a piece of green wood. Experts hold that these shells would penetrate the armor of any battleship afloat.

Coffee from Central Africa.

It is only forty years since Livingstone discovered the great Lake Nyassa (nyah-sah) in Central Africa on which steamers now ply for 300 miles to the north. Few of the natives had ever heard of a white man when the great missionary arrived there.

Fifteen years ago two brothers set out a few coffee plants on the slopes of one of the Nyassa mountains. They thrived and from them have sprung the tens of thousands of coffee trees upon those fertile uplands. The coffee crop now growing will yield at least 1,000 tons for export and will all be sent to the London market.

Every pound of the crop will have to be carried on the shoulders of porters to the Shire (shee' ray) river below the rapids, fifty or sixty miles, before the bags can be put on the steamer that will carry them down the Shire and Zambezi (zahm-bay-zee) to meet ocean steamships. The crying need of British Central Africa is a railroad to the coast and the fine commercial prospects of the country, it is said, are sure to lead to railroad building in the near future. Planters in Nyassa have faith that their country is destined to become one of the great coffee producers of the world.

Prof. Stevenson on the Future American.

Prof. J. J. Stevenson, of the New York university, in a recent interview gave a forecast of what the future American will be. He said that the future American will embody the best traits of the many races of people in New York to day. Immigration will soon cease and then the races will soon begin to unite. In two or three generations the English, Scotch, Irish, Germans, Russians, Hebrews, and numberless other races will fade into the one strong, rugged, stalwart, manly race of Americans. English will be spoken, but it will be broader and deeper than it is now.

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Important Discovery at Ephesus.

A report comes from Ephesus that an inscription has been found there containing the text of a letter written by King Abgarus of Edessa to Jesus and his answer. The king was afflicted with an incurable disease, and, as tradition relates it, wrote to Jesus, asking him to come and cure his ills. Jesus in his reply said he would send one of his disciples to cure him.

These letters were carved in stone over the gateway of the palace of the kings of Ephesus and dates back to the fifth century. Prof. McGiffert, the leading Biblical scholar in this country, doubts the genuineness of the letters, but there are other scholars who think they are genuine.

Marvelous Spread of English.

The English-speaking people are spreading their domains with wonderful rapidity and their language is making conquests at the same time. In the eleventh century there were only about 2,000,000 who spoke English.

By the sixteenth there were 6,000,000 speaking English, by the seventeenth 8,500,000, and then came the first great leap, when at the end of the eighteenth century found 21,800,000 persons speaking English. And at the present day, as well as can be calculated, the English language is the native tongue of 116,000,000 persons.

The causes of this are the spread of the English-speaking people and the ease with which English is learned by the foreigner. English grammar is easy when compared with French, German, or any other grammar of European nations.

In the fifteenth century it was confidently expected that French would become the universal language. It was the literary language, the language of the courts, of diplomats, of commerce all over Europe, and this was the case up to the middle of the eighteenth century. A man who knew French could then travel comfortably all over Europe, certain of being understood wherever he went. At the end of the fifteenth century there were only 10,000,000 persons who spoke German, and hardly 3,000,000 who spoke Russian, but at the close of the eighteenth 30,000,000 spoke German, and 31,000,000 Russian.

When the nineteenth century dawned French and Russian claimed an equal number of adherents; German was just behind them; then came Spanish, English, and Italian, in order. The downfall of Napoleon, in changing the map of the world, changed its languages. England, the conqueror, then ascended to the supreme place, and Russia, too, that took part in the conquest, rose during the century to command 85,000,000 adherents. Germany is not far behind with 80,000,000, but France has only 58,000,000, while Spain has 44,000,000 and Italy 34,000,000.

These figures at the same time indicate the expansion of the different nations. Linguistic victories represent colonial victories, for it is certain that among these six nations, the English and the Russians have colonized with greatest success.

To Teachers Attending National Educational Convention, Charleston, S. C.

A more delightful trip cannot be had than to take a side trip to the mountains of Western North Carolina, the "Land of the Sky," on their return from the Charleston Convention. The route of the Southern Railway, New York to Charleston, carries you in close touch with the mountain region of North Carolina; in its entirety makes one of the choicest summer resorts of the world. In area the mountain regions of North Carolina is almost as extensive as that which encompasses the Alps. The peak of the "Land of the Sky," Mount Mitchell, is by far the highest mountain of the East. It rises 6,711 feet, and is one of forty-three peaks which look down on the highest of New England summits.

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The train for Charleston leaves New York, 3:25 P. M. and 12:10 midnight. For full particulars call at ticket office, 271 and 1,185 Broadway, or Alex. S. Thewatt, Eastern Passenger Agent, 1,185 Broadway, New York.

Important Changes on the Pennsylvania Railroad.

With its change of time on May 27, the Pennsylvania Railroad will materially improve its thru western train service. The Southwestern Express now leaving New York, West Twenty-third Street Station, at 7:55 P. M., will be called the St. Louis Express, and will be changed to leave at 5:55 P. M., and will be materially quickened between New York and St. Louis.

A new fast express train called the Cleveland and Cincinnati Express, will be placed in service between New York and Cleveland and Cincinnati, to leave New York West Twenty-third Street Station, 8:25 P. M., daily.

Mail and Express now leaving New York, West Twenty-third Street Station, at 8:55 P. M., and running to Pittsburg via Trenton Cut off, will be discontinued as a passenger train, and will be devoted to mail and express matter only.

The Pennsylvania Limited will be materially quickened between New York and St. Louis, making it a twenty-eight hour train, arriving St. Louis 1:00 P. M.

The Chicago and St. Louis Express will have an additional connection at Pittsburg for Chicago, via the Fort Wayne route, making the run from New York to Chicago in twenty-five hours and fifty minutes. In consideration of this quickened schedule an extra fare will be placed on this train via the Fort Wayne route.

The thru New York and Atlantic City express train, now leaving West Twenty-third Street Station at 2:40 P. M., will be changed to leave at 2:55 P. M., and arrive at Atlantic City 6:15 P. M.

[Continued on next page.]

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A large number of local changes will also be made, for which local time tables should be consulted.

On the New York and Long Branch Railroad will be added trains

No. 289	Lv. New York	3.30 A. M.
No. 287	Lv. New York	2.30 P. M.
No. 279	Lv. New York	4.20 P. M.
No. 272	Ar. New York	9.23 A. M.
No. 284	Ar. New York	9.53 A. M.
No. 702	Ar. New York	5.23 P. M.

making, with trains already in service, 7

trains each way, weekdays, between New York and Point Pleasant via the Pennsylvania Railroad.

Trains No. 273, leaving New York 9.00 A. M., and No. 285, leaving New York, 3.43 P. M., will run thru to Toms River.

Trains No. 284, arriving New York 9.53 A. M., and No. 280, arriving New York 7.53 P. M., will start from Toms River.

Amboy Division trains Nos. 486 and 487 will be extended thru to New York.

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